

THE
GRAMMAR
OF THE
ENGLISH LANGUAGE.

BOOK FIRST

PROGRESSIVE LESSONS IN ENGLISH GRAMMAR.

BY
J. L. DAGG, D. D.,
LATE PRESIDENT OF MERCER UNIVERSITY, GA.

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BUPPE, DOVEIN & COMPANY

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PREFACE.

YOUNG persons learn Grammar synthetically, and are unable to comprehend the entire system, until they have first acquired knowledge of it in detached portions. Hence the first lessons in grammar ought not to attempt a development of the system; but such parts should be selected for the initiation of the learner, as will be most likely to interest a novice, and allure him directly onward to a thorough study of the science. Experience has shown, that the best method of instruction is, to engage the student as speedily as possible in practical parsing. Let him commit a few definitions to memory, and immediately apply them to use; and when he has enjoyed the satisfaction of discovering that what he has learned is of practical value, let him proceed after the same method to make further attainments. In parsing, the attention is directed to words. Orthography, which is usually considered the first part of grammar, treats of letters and syllables, and has respect chiefly to written language: but a much larger and more important part of grammatical study, has respect to words, and their combination in sentences; and it is best to lead the young student, as early as possible, into this ample field, in which his genius will find opportunity for abundant, long continued, and richly rewarding exercise.

A theoretic distinction exists between etymology and syntax; but it is impossible to teach them separately. The classification of words into the several parts of speech, which is a fundamental process in etymology, requires a knowledge of the syntactical relations to which the words are adapted. In the following lessons care has been taken so to arrange the subjects, that the learner will not find, at any step in his progress, a necessity of anticipating knowledge afterwards to be attained. The first lesson treats of words which may be distinguished from all other words without any refer-

ence to syntax. This is not true of adverbs, adjectives, and common nouns, which are classes distinguished from each other by their syntactical use. The second lesson shows how to combine the single words of the first lesson with other single words, to form sentences of the simplest structure. Thus, from the outset of these instructions, etymology and syntax are blended; and the student is guided, through a natural and easy course, to a knowledge of both, and of their dependence on each other. A single lesson of orthography is introduced, at a point in the series where it is needed. With this exception, orthography and prosody are reserved for Book Second, in which the student will review all the ground passed over in these preparatory lessons, and will enlarge his knowledge, and combine the whole into a harmonious system.

This work aims at philosophical accuracy; and also, especially in these preparatory lessons, at the greatest possible simplicity. But in definitions and rules which are to be committed to memory, brevity and exactness are more needful than simplicity. Long and loose instructions may employ the time of a pupil to very little profit: but his labor will not be lost, if he store up in his mind brief and exact expressions of scientific truth, even though he may not at first understand their import. Their brevity makes it easy to remember them, and allows them to become familiar by frequent repetition. When their meaning has been unfolded to the view of the inquiring student, and especially when he discovers their exact adaptedness to fill their proper place in the scientific system to which they belong, he learns the value of the acquisitions which he has made, and feels amply rewarded for his toil. These considerations have been kept in view, in preparing the definitions and rules which are given in large type, and are to be committed to memory by the student.

Some improvements in the science of English Grammar, have been attempted in this work. Of these, one of the most important respects the verb. Grammarians have, by combining different words, made conjugations of English verbs, nearly conformed to those of the Latin language; but they have not directed sufficient attention to the elementary words which form these combinations. This failure is much to be regretted; because it has kept from view the beautiful philosophy which governs these combinations, and

which is a distinguishing excellence of our language. In developing this philosophy, an important distinction has been introduced in these lessons, between the Past Tense and the Subnegative Present—a distinction which removes much of the obscurity and confusion that have attended the conjugation of English verbs.

The improvements attempted in the work, have given occasion for the employment of a few new terms; but in general the commonly received nomenclature has been studiously retained. Use gives law to language; and grammarians, while laboring to establish its authority, are bound to submit to it in exhibiting their own science.

The chief liberty which I have taken in the adoption of new terms, may be seen in the names given to the Syntactical relations. In Etymology, words have been classed, and the several classes have received appropriate names. In Syntax, the interests of grammatical science require that the relations between words should in like manner be classified and named. Apposition is a name given to one of these relations; and the convenience of the name has been felt by grammarians: but to signify other relations, a description must be used instead of a name. If this defect in the nomenclature of the science could be well supplied, much advantage would accrue. The relations, when distinguished by appropriate names, would be more distinctly apprehended, and reference to them would be made with greater convenience. If the names which I have adopted are not the best that might have been selected, it may be hoped that some lover of the science will invent others more appropriate.

The course of study presented in the large type and the exercises of these lessons, will be found, if I am not greatly mistaken, well adapted to beginners, who are under the direction of judicious and skillful teachers. To them, many of the observations and discussions printed in smaller type, will be unintelligible. But this little volume will bear frequent reviews; and will be useful to advanced students, as well as to beginners. After the pupil has completed the study of all the exercises contained in the volume, let him be required to analyze and parse selections from our best English authors: and let him, while thus employed, have his attention directed to prescribed subjects in the more difficult parts of the

work. If this method be pursued, the present little volume will be found to open before the young pupil a long and profitable course of grammatical study; and he will be well prepared to comprehend the scientific system of English Grammar, which, if my present purpose be carried into effect, I will attempt to unfold in a future publication. That this first book may, in the absence of the second, be useful to advanced students, a brief space is given in it to many subjects which might have been reserved for the second, and on which it will be appropriate for the second to enlarge.

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PROGRESSIVE LESSONS

IN

ENGLISH GRAMMAR.

LESSON I.

DESIGNATIVE WORDS.

1. PROPER NOUNS* are fixed names for designating individuals.

The term *individual* applies to things as well as persons.

Another definition, more convenient for the instruction of young persons, is the following: A proper noun is the name of some person, place or thing: as Joseph, Margaret, America, Charleston, Alleghany, Mississippi. This definition would serve well for scientific purposes, if the word *name* were strictly confined to the sense in which it is used by young persons.

The consideration of common nouns is deferred to a future lesson, because the true distinction between them and adjectives, depends on syntactical relation. For the same reason, the distinctions of case are not included in this lesson.

*The classes into which words are divided, are named in small capitals.

2. PERSONAL PRONOUNS designate persons or things by their relation to the present discourse. They are *I, thou, he, she, it, we, ye* or *you*, and *they*, with their variations.

3. COMPOUND PERSONAL PRONOUNS are formed by combining personal pronouns with the word *self*, or its plural, *selves*. They are, *myself, thyself, yourself, himself, herself, itself, ourselves, yourselves*, and *themselves*.

A proper noun is a *fixed* designation, denoting the same individual, though used in different discourses, and by different speakers. A personal pronoun is a *variable* designation, applying to different individuals in different discourses; thus, the pronoun *I* denotes John, when John speaks; and Thomas, when Thomas speaks.

Grammarians have applied the word *name* to common nouns; and this fact renders the second definition given above, insufficient. A common noun denotes quality, or kind which is an assemblage of qualities; and hence, if applied to an individual, it describes that individual by means of these qualities. A proper noun *designates* an individual directly, without any reference to qualities. The epithet *fixed* is introduced in the definition, to distinguish proper nouns from personal pronouns.

Young persons will not at first comprehend the full import of the first definition: but it will be better for them to commit it to memory, and use it constantly in their parsing. The teacher may advantageously use the more simple definition given above, in their present instruction; and after they have studied Lesson III, he will be able, by oral instruction, to explain to them the more scientific definition, which should afterwards be used exclusively.

GENDER.

4. The Masculine Gender denotes males.
5. The Feminine Gender denotes females.
6. The Neuter Gender denotes things which are neither male nor female.

The distinction of gender applies to none of the pronouns except *he*, *she*, and *it*: *he* is masculine, *she* is feminine, and *it* is neuter.

NUMBER.

7. The Singular Number signifies but one.
8. The Plural Number signifies more than one.

Very few proper nouns are plural.

PERSON

In every discourse there are two parties; the party speaking, and the party addressed.

9. The First Person denotes the party speaking.

10. The Second Person denotes the party addressed.

11. The Third Person denotes things which are not a party in the discourse.

What is *spoken of*, may be in the first, the second, or the third person.

Two paragraphs of sentences follow, designed to exercise the student. The sentences in the first paragraph, are numbered to correspond with the definitions which they are intended to exemplify.

Throughout this work, the collections of sentences designed to be

exercises for the student, are marked at the beginning and the end with asterisks.

* * 1. *George* lives in *Alexandria* on the *Potomac*.
 2. *He* and *she* present *it* to *you*. 3. *He* defends *himself*. 4. *He* excels *Peter*. 5. *She* loves *Mary*. 6. *It* came from *Italy*. 7. *Stephen* goes to *France*. 8. *We* crossed the *Alps*. 9. *I* am afraid and hide *myself*.
 10. *You* disgrace *yourself*. 11. *He* and *John* honor *themselves*.

Henry and I go to school. They desire to see you. Mary has gone to Augusta in Georgia. Europe is smaller than America. Chimborazo is a high mountain. Alps on Alps arise. She is younger than you or I. He is stronger than we. You will hurt yourself. You conduct yourselves with propriety. They free themselves from blame. He sent me to Baltimore. I saw you at Richmond, in company with Peter and Mary. * *

Let the student point out the proper nouns and personal pronouns in the preceding sentences, and parse them thus:

George is a proper noun, because it is a fixed name for designating an individual; according to the definition which says, "Proper nouns are fixed names for designating individuals." It is in the masculine gender, because it signifies a male; according to the definition which says, "The Masculine Gender denotes males." It is in the Singular number, because it signifies but one; according to the definition which says, "The Singular Number signifies but one." It is of the third person, because it denotes a person who is not a party in the discourse; according to the definition which says "The Third Person denotes things which are not a party in the discourse."

In this way, let all the words be parsed, to which the definitions in the lesson apply. The definitions should be quoted precisely, and at full length, until the student has become familiar with them; and afterwards precise quotations should be occasionally called for by the

teacher. This method should be pursued in all the following lessons.

By such requirements as the following, a teacher may give profitable exercise to the inventive powers of his pupils, fix their attention, and increase the interest which they feel in their studies.

* * Tell five proper names of men ; six of women ; four of counties ; seven of cities ; three of mountains ; four of rivers ; three of oceans ; three of seas ; three of lakes. Say something which will include a personal pronoun and a proper noun ; two personal pronouns ; a personal pronoun and a compound personal pronoun ; a proper noun and a compound personal pronoun. Tell three masculine proper nouns ; four feminine ; five neuter. Say something that will include a pronoun of the first person ; of the second ; of the third ; a plural pronoun and a singular proper noun ; a singular pronoun and a singular compound personal pronoun. * *

Pupils should be accustomed to parse without questions from the teacher, and to make their recitations in complete sentences, pronounced with distinctness and propriety. The method of reciting in answer to questions, is unfavorable to a full comprehension of the subject, and to the habit of self-reliance. Occasional questions may be introduced by the teacher to elicit replies on points not included in the regular course of parsing ; and he should freely criticise the pronunciation of his pupils, and the language of their recitations, that they may learn to speak with propriety by practice, as well as by the study of grammatical rules.

LESSON II.

VERBS.

12. IMPERATIVE VERBS propose something to be done.

13. INDICATIVE VERBS tell or ask something to be believed.

The imperative and the indicative are not considered by grammarians, different verbs; but different moods or modes of the same verb.

A little girl once expressed her notion of the imperative mood, in these words: "It tells to do something." This simple definition presents the imperative mood in very intelligible contrast with the indicative, which tells something to be believed. The *telling* property of verbs is readily comprehended by young persons; and the consideration of it is of great use in enabling them to distinguish the verb from the other parts of speech, which do not *tell* anything.

The usual method of introducing a student to the knowledge of imperative and indicative verbs, is, first to define what a verb is, and then to explain the several moods of verbs, among which the imperative and indicative moods are included. But it is much more difficult to understand what a verb is, than to know an imperative verb or an indicative verb. The latter knowledge is what is needed, to prepare for investigating the structure of sentences; and the easiest and most direct method of acquiring it, is the best for the young student.

By uniting proper nouns and personal pronouns with imperative and indicative verbs, sentences of the simplest structure may be formed; and from these a notion may be obtained of the relations borne by the subjects and objects of verbs. This notion is of fun-

damental importance in the study of grammar. It is necessary to the true idea of a substantive and of etymological classification in general; and the young student should therefore labor to acquire it as early as possible. For this purpose his study should be directed to very simple sentences, in which the relations that he seeks to understand, are prominently and distinctly presented. Such sentences are formed by combining proper nouns and personal pronouns with imperative and indicative verbs; and each single word, without the addition even of an article, constitutes an element of the sentence.

14. The agent of an imperative verb, is the person addressed.

15. The subject of an indicative verb, is the thing about which the verb makes affirmation or inquiry. The subject is also the agent, whenever the verb expresses action.

16. The object of a verb is the thing on which its action falls.

17. A verb is transitive, when its action falls directly on an object; and intransitive, when it has no immediate object.

Many verbs express muscular action; and from these it is best to learn the nature of verbal action, and the distinction between transitive and intransitive verbs. The sentences *John runs*, and *John strikes Thomas*, express muscular action: in the first the action is intransitive; in the last it is transitive. The same distinction and order of construction may be observed when the action is purely mental: as in the sentences *John thinks*, and *John loves Thomas*. In the sentences *John faints*, and *John resembles Thomas*, the same distinction and order of construction are

found; but no action corporeal or mental is expressed. Yet grammar classes these sentences with the former, and still speaks of the last sentence as if some action passed over from the subject *John* to the object *Thomas*.

* * 12. *Hear ye*. 13. *Sarah laughs*. 14. *Speak, John*. 15. *Peter studies*. 16. *We love James*. 17. *They persecute Peter*. *Jane rests*.

Leave me. Lovest thou me? Henry meditates. He overcame Joseph. Behave yourselves. Weep ye? We left Richmond. Stephen visited Italy. Goest thou? We admire Harriet. She behaves herself. They forsake Henry. She trembles. Hasten, George. Despises he Margaret? David commands. Obeye she David? We obey him. I console myself. We torment ourselves. Lucy weeps. Weeps Lucy? Weep, Lucy. * *

Let the student parse the nouns and pronouns as in the last lesson, and let him point out the verbs, and parse them thus:

Hear is an imperative verb, because it proposes something to be done. Its agent is *ye*, denoting the person addressed. It has no object expressed, and is therefore intransitive.

Love is an indicative verb, because it tells something to be believed. Its subject is *we*, being that about which the verb makes affirmation; and its object is *James*, the thing on which the action of the verb falls. The verb is transitive, because it has an object after it.

* * Pronounce four imperative verbs. Combine five indicative verbs with the pronoun *I*; four with *he*; three with *she*; three with the proper noun *John*; four with *George*; three with *Mary*. Fill with a transitive verb the following blanks: *George* ——— *Peter*; *I* ——— *George*; *Henry* ——— *Ste-*

phen; James —— Savannah; William —— Potomac; we —— Georgia; he —— himself. Supply a subject and an object to the following transitive verbs: —— loves ——; —— killed ——; —— completed ——; —— clothe —— Make Solomon the subject, and David the object, of a transitive verb; Mary the subject, and Jane the object; I and Peter; we and Susan; you and yourself; they and themselves; Mary and herself. * *

LESSON III.

DESCRIPTIVE WORDS.

18. A word which is used for the subject, agent, or object of a verb, is a substantive.

The following is a convenient definition in the instruction of young persons: A substantive is the name of anything that we can see, hear, taste, smell, feel, or talk about. This agrees with the definition which is given above, and which is preferable for being stored up in the memory, because it is more comprehensive and scientific. The name of anything that we can see, may be the object of the verb *see*; and so of the other senses; and anything that we can talk about, may be the *subject* of an indicative verb. The simple definition may be used advantageously in explaining the more scientific one.

Proper nouns and personal pronouns are substantive words.

19. A COMMON NOUN is a substantive word denoting kind or quality.

To say that Common Nouns are the names of kinds or qualities, does not fully define them, because it does not sufficiently distinguish them from adjectives.

White is as much the name of a color, as *whiteness*; but it is not a noun in the ordinary use of it, because it does not stand as the subject, object, or agent of a verb.

The distinction between proper and common nouns, though it is in general attended with no difficulty, may in a few cases perplex the young student. *Temperance, prudence, charity, and grace*, are originally common nouns; but they become proper nouns, when used as the names of females. The words *red, sea, pacific, ocean, white, mountain*, are all descriptive: but the phrases *the Red Sea, the Pacific Ocean, the White Mountain*, as fixed names for designating individuals, are considered proper nouns. The words *sun* and *moon*, though denoting individuals, are common nouns, requiring the definite article *the*, to limit their signification. The word *lord* as a title of nobility, and the word *god* when applied to a false deity, are common nouns: but when these terms denote Jehovah, the true God, they are proper nouns. As a proper noun, *God*, like proper nouns generally, is used without an article; but the proper noun *Lord* is commonly preceded by the article *the*, except in direct addresses to the Supreme Being. Such words as *Jews, Mahomedans, English, Americans*, are common

nouns; though, because they are derived from proper nouns, they are usually written with the first letter capital.

20. An ADJECTIVE is a word added to a substantive to express quality.

21. An ADVERB is a word joined to a verb, adjective, or another adverb, to modify its meaning.

* * 18. *Henry* prays. Fear ye. Fear Jehovah.
19. *Gold* shines. 20. *Beautiful* prospects delight us.
21. He made a *very* hasty departure. War rages *violently*. He writes *very* correctly. John is a *truly* good boy.

Son, fear them not. They fear death. Men are immortal. Are they not mortal? We pass away. He moved rapidly. Good boys deserve praise. He loves applause. They greatly enrich themselves. He resembles Matthew. She teaches children. They obey her. Jane is truly pious. They prayed fervently. We are sincerely penitent. Go quickly. He very soon became weary. Rejoice evermore. * *

Parse designatives and verbs as in the preceding lessons, and descriptives thus:

Gold is a common noun, because it is a substantive word denoting kind. It is in the neuter gender, because it denotes an object which is neither male nor female; in the singular number, because it expresses but one; and in the third person, because it is the thing spoken of.

Beautiful is an adjective, because it is added to the noun *prospects* to express quality.

Very is an adverb, because it is joined to the adjective *hasty* to modify its meaning.

* * Tell four common nouns; five adjectives; four adverbs. Place a suitable adjective before the following nouns: meadow, hill, river, harvest, day, song, bird, tree, carpet, road. Join an adverb to the adjectives warm, sweet, cheerful, unhappy. Make five combinations, each containing an adverb, an adjective, and a common noun. * *

LESSON IV

DEFINITIVE WORDS.

22. POSSESSIVE NOUNS are nouns, either proper or common, to which an apostrophe (') is added, to denote the relation of owner. The apostrophe is followed by the letter *s*, whenever it can be conveniently sounded, especially in singular nouns, which seldom omit the apostrophic *s*.

23. POSSESSIVE PRONOUNS are personal pronouns, changed in form, to denote the relation of owner. They are *my* or *mine*, *thy* or *thine*, *his*, *her* or *hers*, *its*, *our* or *ours*, *your* or *yours*, and *their* or *theirs*.

24. DEMONSTRATIVES point out particular things. They are the Definite Article *the*,

and the Demonstrative Adjective Pronouns *this, that, these, those*.

25. DISTRIBUTIVES denote a number taken separately and singly. They are *each, every, either, neither, each other, and one another*. They are called Distributive Adjective Pronouns.

The general definitive *many*, has a distributive force, when used before a singular noun.

26. NUMERALS denote number; as, *one, two, three, &c.* They are called Numeral Adjectives.

One, two, three, &c., are called cardinal numbers. Beyond twenty, these numbers are mostly compound; but however long the combination, it may be regarded in parsing, as a single word.

First, second, third, &c., are called ordinal numbers. These are properly descriptive adjectives, and are so construed.

27. GENERAL DEFINITIVES are defining words not included in any of the special classes.—They are,—*some, other, any one, both, all, such, enough, much or many, more, most, no, a few, little, less, a great many*. They are called Indefinite Adjective Pronouns.

Former and latter, though they resemble demonstratives in signification, are construed like descriptive adjectives.

Little is a descriptive adjective, in such phrases as, *That little boy*.

Enough, when in the adjective or adverbial grade, is peculiar with respect to position, being placed *after* the word which it limits: as *time enough*, *long enough*.

Compound definitives consist of two or more definitives, or of an adverb and a definitive. The following are examples: *that one*, *the other*, *every one*, *some one*, *any one*, *such a one*, *very much*, *very many*, *too much*, *too many*.

The phrases *each other*, and *one another*, may be parsed as if they were compound words, *each-other*, *one-another*. Or the simple words may be parsed separately, by repeating the verb with which they are construed: thus, *We love one another*, may be parsed, *We love*, *one loves another*: and the sentence, *We care for one another*, may be parsed, *We care*, *for one another cares*. The sentence, *We care one for another*, must be parsed, *We care*, *one cares for another*.

The distinction between descriptive and definitive words, is sometimes not clear; and then it is not important. Descriptive words, added to a noun, have the effect of lessening the extent of its signification. The noun *man* is limited to a single species of animals; and, if we add to it the descriptive *good*, though the description is enlarged, the extent of its application is diminished. The further addition of the adverb *very*, in the phrase *a very good man*, further enlarges the description, and lessens the extent of its application. In these cases, the descriptive words are added for the purpose of completing the description; and the effect on the extent of its application is incidental.

But definitive words are used for the *purpose* of determining the extent to which descriptions are to be applied. There are, moreover, in the grammatical construction of definitives, some peculiarities, which serve further to distinguish them from the other class of words; and on which the propriety of making them a distinct class, chiefly depends. (1.) Descriptive words are placed between the indefinite article and the noun to which it belongs; but definitive words either precede the article or absorb it. (2.) Definitive words, though originally adjectives, take the substantive grade, without any definitive word before them, and often without any change of form.

* * 22. *John's* hat is here. A *mother's* prayers attend him. *Men's* minds differ. 23. He is *my* brother. 24. The book is *mine*. *These* boys play. 25. *Every* pew was full. 26. *Twenty* men enlisted. 27. *Some* soldiers deserted.

The girl behaves well. She studies her lessons diligently. This book is neatly printed. These garments are new. Neither of them is in my house. Every man fled. He lived seventy years. Some men love money. God protects all creatures. His wisdom governs all. His bounty supplies all their wants. * *

John's is a possessive noun, being a proper noun, with an apostrophe added, to denote the relation of owner. The apostrophe is followed by the letter *s*, because it can be conveniently sounded.

My is a possessive pronoun, being a personal pronoun changed in form, to denote the relation of owner.

The is a demonstrative, pointing out a particular book. It is called the definite article.

* * Combine three different possessives with the noun *hat*; three different demonstratives with the noun *garden*; three different distributives with *horse*; three different numerals with *apples*; five general definitives with *garments*. Say something which will contain a possessive and a demonstrative; a possessive and a distributive; a demonstrative and a numeral; a possessive and two numerals; a demonstrative and two general definitives. * *

LESSON V

SENTENCES AND THEIR PARTS.

28. A Sentence is a portion of language fully proposing something to be done, to be believed, or to be answered.

The essential characteristic of a sentence is, that it moves to some species of action. Words excite thought, but verbs do more. They require the mental action of believing, or some specific act denoted by an imperative verb, or the act of answering a question. The definitions usually given, fail to express the essential character of a sentence.

A verb is the distinguishing element of a sentence. It proposes what the sentence has in view; but does not *fully* propose it until aided by the rest of the sentence.

Every sentence must contain a verb, either imperative or indicative.

29. An Imperative Sentence requires to be done.

An imperative sentence moves to the action which its verb signifies. All other sentences contain indicative verbs, which express something different from the action that the sentence aims to produce.

30. An Indicative Sentence requires to be believed.

31. An Interrogative Sentence requires to be answered.

32. An Exclamatory Sentence excites to inquiry or admiration.

An indicative sentence moves to the action of believing; an interrogative sentence, to the action of answering; and an exclamatory sentence, to the action of inquiring and admiring. None of these actions are expressed by the verb in the sentence; but the design of the speaker is manifested by the structure of the sentence.

33. A Phrase is a small portion of language, containing two or more words, but not making a complete sentence.

Words and phrases address the ear and the understanding of the hearer, but not the active powers. To reach these, is the aim of sentences.

34. An Imperative Sentence consists of two parts; the Action, and the agent.

The action is expressed by the verb and its dependent words. The agent is often not expressed ; but being always the person addressed, is sufficiently known from the circumstances and tenor of the discourse.

35. An Indicative Sentence consists of two parts ; the Subject, and the Predicate.

36. The Subject is the thing about which affirmation is made.

37. The Predicate is the thing affirmed of the subject.

Besides the subject and predicate, logicians enumerate a third part, called the Copula, which connects the other two.

The Copula is merely the sign of affirmation ; and is signified by the form of the verb, or the manner in which the sentence is constructed.

38. An Interrogative sentence has the same constituent parts as an Indicative, and differs only in the mode of their connection.

39. An Exclamatory sentence is an Interrogative sentence, used without the expectation of an answer.

No other part of speech than the verb, can express affirmation. The verb *be* is often used merely to contain the sign of affirmation, that is, to serve as a copula. In its full and proper import, it predicates existence ; and its copulative force, like that of other verbs, is sig

nified by its form and position. But when the predication of existence is manifestly no part of the speaker's design, the copulative force of the verb, is all that engages attention.

The two parts of an imperative sentence are connected by an implied copula, which is sometimes involved in the imperative verb *be*: as, *Be ye holy*.

The agent and action of an imperative sentence, may be made the subject and predicate of an indicative or interrogative sentence, by changing the copula, that is, by varying the mode of connection. Because of this agreement between the constituent parts of imperative and indicative sentences, and because imperative sentences are much fewer in number than indicative, grammarians are accustomed to call the constituent parts of all sentences, by the names subject and predicate.

40. The Grammatical Subject is the substantive word in the subject of a sentence; and the Grammatical Predicate is the imperative or indicative verb, which the predicate contains.

The entire subject and predicate are called, for the sake of distinction, the logical subject and predicate.

* * 28. *Worship God.* 29. *Praise ye the Lord.*
 30. *We honor our parents.* 31. *Is he faithful?*
 32. *How glorious is our Creator!* 33. *John's beautiful house.* 34. *My son, keep my commandments.*
 35. *This truly benevolent man comforts many sorrowful hearts.* 36. *That aged man is rich.* 37. *He is*

exceedingly kind. 38. *Is your brother alive?* 39. *How beautiful is this landscape!* 40. *Your neighbor's only son is dead. My daughter studies her lesson well.*

Grant our petition. They deserve punishment. We humbly entreat you. His honor is tarnished. Are they innocent? How shocking are his crimes! Go ye into all the world, and preach the Gospel to every creature. They preached the word everywhere. Were they faithful ministers of the word? How precious is the Bible! How inexcusable are impenitent and unbelieving hearers of it! * *

Let the student, before he proceeds to parse the preceding sentences, analyze them thus:

Worship God is a sentence, because it fully proposes something to be done. It is an imperative sentence, because it requires to be done. Its constituent parts are the action, expressed by the words *worship God*; and the agent, the pronoun *thou* understood.

Your neighbor's only son is dead, is a sentence, because it fully proposes something to be believed. It is an indicative sentence, because it requires to be believed. Its constituent parts are, the subject, *your neighbor's only son*, and the predicate, *is dead*. The grammatical subject is *son*, because it is the substantive word in the subject of the sentence.

* * Write imperative sentences containing for their grammatical predicates, the words *pray, pursue, hinder, destroy, deliver*. Write indicative sentences containing, for their grammatical subject, the words *beauty, orchard, journey, nation, sleep*. Write interrogative sentences containing, for their grammatical subject, the words *brother, friend, clergyman, disaster, happiness*. Write exclamatory sentences containing, for their grammatical predicate, the words *sing, shine, rejoice, roar, descend*. * *

LESSON VI

CONNECTIVE WORDS.

41. CONJUNCTIONS connect sentences or coordinate parts of a sentence.

Coördinate signifies *of equal rank*. Subordinate signifies *of inferior rank*.

The proper office of a conjunction, is to connect sentences. When it connects parts of a sentence, the connected parts bear a like relation to the rest of the sentence, and may, in general, be read separately with it, so as to form two distinct sentences. Thus, He loves his wife and children, may be resolved into two sentences, He loves his wife, and he loves his children. The equality in the rank of the coördinate parts, consists in the sameness of their relation to the rest of the sentence.

Conjunctions are usually divided into Copulative and Disjunctive.

The Copulative Conjunctions are,—and, if, that, both, as, then, since, for, because.

The Disjunctive Conjunctions are,—but, or, nor, as, than, lest, though, although, unless, either, neither, yet, notwithstanding, except, whether, save, provided, whereas.

42. A CONJUNCTIVE ADVERB serves as an adverb in a sentence, and at the same time, connects it with another sentence.

The distinction between conjunctions and conjunctive adverbs, is frequently not clear; and in most

cases, it is a matter of no importance to distinguish between them.

The following words and phrases may be referred to this class: where, whither; whence; wherever, whithersoever, as far as, as long as, farther than, when, while, whilst, before, after, ere, till, until, since, whenever, as soon as, the moment, the instant, no sooner than, therefore, wherefore.

43. A PREPOSITION subordinates a substantive to some other word in the sentence.

• A substantive is in its proper rank, when it stands as the subject of a verb. It is subordinated, when it is made the object of a transitive verb or a preposition.

Some prepositions subordinate sentences as well as substantive words: thus, we say *after he dined*, as well as *after dinner*. In this use, they are commonly classed with conjunctions.

The following is a list of the principal prepositions:

Aboard,	before,	for,	throughout,
about,	behind,	from,	till,
above,	below,	in, into,	to,
according to,	beneath,	notwithstanding,	touching,
across,	beside or	of,	toward or
after,	besides,	off,	towards,
against,	between,	on,	under,
along,	betwixt,	out of,	underneath,
amid or	beyond,	over,	until,
amidst,	by,	past,	unto,
among or	concerning,	regarding,	up,
amongst,	down,	respecting,	upon,
around,	during,	round,	with,
at,	except,	since,	within,
athwart,	excepting,	through,	without.

44. A RELATIVE PRONOUN represents an antecedent substantive, and introduces a subordinate sentence.

The relatives are *who*, *which*, *that*, *than*, and *as* :—*who* is applied to persons, *which* to things, and *that* to both persons and things.

That, *than*, and *as*, may be called Imperfect Relatives, because they exhibit the connective, more than the relative character. They are destitute of several properties which are found in other relatives. They are not declinable, as *who* is: they are never made adjectives, as *which* and *what* are: they are never used interrogatively, as *who*, *which*, and *what* are: and they never admit, as all other relatives do, a governing preposition to precede them.

Some grammarians deny that *than* and *as* are ever relative pronouns; but it seems better to assign that character to them, in sentences like the following:—Such sufferings as are endured by him, seldom fall to the lot of man. Greater sufferings than are endured by him, seldom fall to the lot of man. The grammarians above referred to, parse such sentences, by supplying the words *those which* after *as* and *than*: but this method of removing the difficulty, merely hides it from view. It is true that another nominative is obtained for the words *are endured*; but the word *those* needs to be parsed. It is the subject of the verb *are* understood; and this verb *are* needs a predicate as well as a subject; and the office of a predicate is performed by the words *than* and *as*, which are therefore not mere conjunctions.

That as a conjunction, differs from *that* as a relative pronoun, in not having an antecedent word which it represents. On the contrary, it may be considered as the representative of the sentence which follows it. Thus, the sentence *I believe that he is honest*, may be construed thus; *He is honest;—I believe that*. Here *that* is a demonstrative, standing as the object of the verb *believe*. In the sentence *That he is honest, surpasses belief*, the demonstrative *that* is the subject of the verb *surpasses*. If we attempt a like construction of the sentence *He studies that he may become learned*, we shall find a connective word needed: thus, *He may become learned; he studies FOR that*. In such sentences, it is more convenient to parse *that* as a conjunction.

45. A COMPOUND RELATIVE PRONOUN serves as antecedent in one sentence, and as relative in another.

The compound relative pronouns are *what*, *whoever*, *whosoever*, and *whatsoever*. *Which* is a compound relative, when it is used to discriminate between things of the same class. It has then no antecedent word expressed, and is applied to persons as well as things.

The compound relatives *what* and *which* are frequently used interrogatively.

Who is sometimes used as a compound relative, its antecedent being omitted: as, *Who steals my purse, steals trash*; that is, *He who steals, &c.* On the other hand, *whosoever* sometimes has its place as an antece-

dent supplied by another word: as, Whosoever will, let *him* come. The prevalent usage determines the class to which these words belong.

Compound relatives may be changed to other forms of speech, in which the antecedent and the relative are distinct; thus, I gave what he asked, may be changed into, I gave that which he asked. In their proper form, compound relatives have usually no antecedents. Their construction as single words, belongs to the subordinate clause which they introduce; but their force is not confined to this clause. They have a connective power which unites the clause to the principal sentence; and in this connection, it is construed as if the whole were a substantive word: thus, I gave *what he asked*, is construed as if it were, I gave *money*.

* * 41. Birds fly through the air; *and* reptiles crawl on the ground. He *and* she live in harmony. 42. He left it *where* I found it. 43. The king dwells *in* a palace. 44. The woman *who* lives in pleasure, is dead while she lives. 45. This is *what* I wanted.

Peter went to London, Samuel went to Paris, and John remained in America. Peter and John went into the temple at the hour of prayer. He or she deserves the prize. I went because he came. I trembled after I saw the danger. Ye know whither I go. It fell from the ceiling to the floor. He who made me, preserves me from day to day. Eat whatsoever is set before you. I know not which book you want. * *

And is a conjunction, connecting the sentences *Birds fly*, and *reptiles crawl*.

And is a conjunction, connecting the co-ordinate words *he* and *she*.

Where is a conjunctive adverb, serving as an adverb in the sentence *where I found it*, and connecting this sentence with the sentence *he left it*.

In is a preposition, subordinating the substantive *palace* to the word *dwells*.

Who is a relative pronoun, representing the antecedent substantive *woman*, and introducing the subordinate sentence [the woman] *lives in pleasure*.

What is a compound relative pronoun, serving as antecedent in the sentence *this is what*, and as relative in the sentence *what I wanted*.

* * Write sentences connected by *and*, *or*, *nor*, *because*, *if*, *since*, *until*, *before*, *therefore*, *either—or*, *neither—nor*, *though—yet*. Write sentences containing coördinate words connected by *and*, *or*, *both—and*, *either—or*, *neither—nor*, *not only—but also*. Write a sentence containing coördinate phrases connected by *and*, *or*, *both—and*, *either—or*, *neither—nor*, *not only—but also*. Write a sentence containing a relative clause introduced by *who*, *which*, *that*, *what*.

LESSON VII.

SENTENTIAL WORDS.

46. **INTERJECTIONS** are brief utterances of emotion. They are *O!* *Oh!* *Ah!* *Alas!* &c.

47. **RESPONSIVES** answer questions completely by a single word. They are *yes*, *no*, *yea*, *nay*, and *aye*.

* * 46. Bless the Lord, *O* my soul! 47. Is he sick? *No*.

Oh, the dark days of vanity! Ah! how few and fleeting are our pleasures! Alas! and did my Saviour bleed? Did he say so? Yes. * *

LESSON VIII.

LETTERS.

48. The vowels are *a, e, i, o, u*, and also *w* and *y*, when they do not precede a vowel in the same syllable.

49. The other letters of the alphabet are consonants.

50. A diphthong is the union of two vowels in one syllable.

51. A triphthong is the union of three vowels in one syllable.

RULES RESPECTING SUFFIXES.

52. *Rule I.* The final *e* of a word is dropped, when it takes an additional syllable beginning with *e* or *i*.

The exceptions are *dyeing, eyeing, hoeing, shoeing, singeing, swingeing, and tingeing*.

53. *Rule II.* The termination *ie* is changed into *y*, when *ing* is added.

54. *Rule III.* When *s*, without an apostrophe, is added to a word, it is preceded by *e* as a union vowel, in the following cases: (1.) If the pronunciation of the suffix requires an syllable. (2.) If the final letter of the word is *o* or *y* preceded by a consonant.

The exceptions are cantos, centos, grottos, juntos, porticos, rotundos, salvos, solos, tyros, duodecimos, octavos, quartos, and halos: but usage with regard to these words, is not uniform.

(3.) If a final *f* has been softened into *v*.

55. *Rule IV* Final *y* preceded by a consonant, is changed into *i*, before suffixes beginning with *e*.

56. *Rule V.* A final consonant, preceded by a single vowel, and in an accented syllable, is doubled before a suffix, beginning with a vowel.

In applying this rule, words of one syllable are to be regarded as accented.

Some words to which this rule does not apply, double the final consonant, before a suffix beginning with a vowel: as, bias, worship, and words ending in *l*.

57. *Rule VI.* When *ed* and *est* are both added to the same word, they are contracted into *edst*.

* * 52. Love, loving. 53. Die, dying. 54. (1.) Box,

boxes. (2.) Cargo, cargoes; spy, spies. The *y* in this last word is changed into *i*, by *Rule IV*. (3.) Calf, calves. 55. Fly, flies. 56. Forget, forgetting. 57. Love-ed-est, lovedst.

This lesson is a needful preparation for the lessons which follow.

* * Write five words, each of which shall contain two different vowels. Write four words, each of which shall contain three different vowels. Write three sentences, each of which shall contain all the vowels. Write three words, each of which shall contain a diphthong. Write two words each of which shall contain a triphthong. Write five words exemplifying *Rule I; II; III; IV; V; VI.* * *

LESSON IX.

COMPARISON.

Adjectives are divided into three classes called degrees of comparison.

57. The Positive degree denotes quality without comparison.

58. The Comparative degree compares two objects viewed separately.

59. The Superlative degree compares objects in a group.

The Comparative and Superlative denote a higher degree of the quality, than the Positive. The Comparative expresses superiority to a single object: the

Superlative expresses superiority to all other objects in the group to which it belongs.

The Comparative is formed from the Positive, by adding *er*; and the Superlative, by adding *est*;—as tall, taller, tallest; wise, wiser, wisest.

Comparison is frequently made by prefixing to the adjectives, the adverbs *more*, *most*, *less*, *least*; as more, wise, most wise, less wise, least wise. And this is the only method allowable, when the adjective contains more than two syllables; and also when it contains but two, if the accent is on the first syllable, unless the second syllable ends in *y*, *ble*, or *ple*.

The following adjectives are compared irregularly :

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad,	worse,	worst
Ill,	worse,	worst.
Little,	less,	least.
Much,	more,	most.
Many,	more,	most.
Far,	farther,	farthest.
Near,	neater,	nearest or next.
Late,	later,	latest or last.
Old,	older or elder,	oldest or eldest.

The signification of some adjectives precludes comparison; as true, perfect, supreme.

Some adverbs are compared like adjectives: as soon, sooner, soonest; often, oftener, oftenest.

* * 57. John is *tall*. 58. John is *taller* than James.
59. John is the *tallest* of the family.

The sun is larger than the earth. They are wiser than we. He is the most amiable of the family. She

the most industrious woman in the town. This is more convenient than the other. She is happier than I am. He is the ablest General in the army. He is less wealthy than his neighbor. This is the most abominable of all his crimes. * *

Tall is an adjective, because it denotes a quality of John. It is in the positive degree, because it denotes quality without comparison. It is compared thus: *Positive* tall, *Comparative* taller, *Superlative* tallest; or tall, more tall, most tall; or tall, less tall, least tall.

Taller is in the comparative degree, because it compares two objects *John* and *James*, viewed separately.

Tallest is in the superlative degree, because it compares *John* in a group denoted by the word *family*.

* * Compare the following adjectives: base, amiable, pretty, good, disinterested, noble, injurious, low, happy, arbitrary, little, serene, beautiful, late.

Write the following adjectives in the comparative degree: near, far, little, low, good, indifferent, bad, worthy, convenient.

Write the following adjectives in the superlative degree: feeble, bold, good, ardent, cold, bad, base, little, strong, late, near, content. * *

LESSON X

DECLENSION

CASE

60. The Nominative Case is the agent or subject of a verb.

A vocative is a substantive word denoting the per-

son addressed or spoken, for the purpose of fixing his attention.

61. The Objective Case is the object of a transitive verb or a preposition.

The objective case agrees in form with the nominative, except in the personal pronouns; but differs in syntactical relation.

62. The possessive case denotes the relation of owner.

In the phrase *John's hat*, ownership is manifestly implied; and in all phrases of like construction, some species of ownership is conceived to exist.

63. The Possessive Case Substantive is a possessive pronoun elevated to substantive grade, in which it borrows the gender, number, person and case of an implied noun.

Nouns and pronouns in the possessive case are identical with the possessive nouns and possessive pronouns, considered in § 22, 23.

NUMBER

Common nouns are generic; and are individualized by prefixing *a* or *an*, or suffixing *s*. The former renders them singular; the latter, plural. The singular prefix is omitted, when definitive words* are applied to the noun; and when descriptive adjectives precede the noun, the prefix is placed before them.

The singular prefix, commonly called the Indefinite

*Except *such* and *many*.

Article, has two forms, *a* and *an*. The choice between these forms is determined by euphony.

RULE. *An* is used before any vowel except long *u*, no regard being had to an intervening *h*, if either silent or in an unaccented syllable. In all other cases *a* is used.

Let the pupil be required to tell which form should be used in the following examples, and why.

* * An ant, an end, an inch, an owl, an urn, a use, a hero, an (h)our, an (h)eroic exploit, a (h)umor.

A man, a ape, a boy, a eel, a oven, a horse, a umbrella, a universe, a hermit, a honest man, a hundred, a humble petition, a useful instrument, a humorous speech, a historical record, a heavenly mind, a humanitarian. * *

Most generic nouns are in syntax reckoned singular; and this is true even of those which are plural in form, as *news*, *ethics*, *mathematics*; but a few, plural in form, are plural in construction also; as *goods*, *riches*, *ashes*. •

Many nouns have their plural formed irregularly.

Child, children; man, men; woman, women; brother, brothers or brethren; louse, lice; mouse, mice; die, dice, (dies, when it means a stamp); tooth, teeth; goose, geese; penny, pence or pennies. To this list may be added deer, sheep, pair, swine, which are alike in both numbers. Many nouns from foreign languages retain their original plurals.

EXAMPLES OF DECLENSION.

N O U N S.

	<i>Generic.</i>	<i>Singular</i>	<i>Plural.</i>
<i>Substantive Grade,</i>	Fire,	a fire,	fires.
<i>Possessive Case,</i>	Fire's	a fire's	fires'.
<i>Substantive Grade,</i>	'	Peter.	
<i>Possessive Case,</i>		Peter's.	
<i>Substantive Grade,</i>	Gold.		
<i>Possessive Case,</i>	Gold's		
<i>Substantive Grade,</i>	Man,	a man,	men.
<i>Possessive Case,</i>	Man's,	a man's	men's.

P R O N O U N S.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative,</i>	I,	We,
<i>Objective,</i>	Me,	Us,
<i>Possessive,</i>	My,	Ours,
<i>Possessive Substantive,</i>	Mine;	Ours,
<i>Nominative,</i>	Thou,	Ye or You,
<i>Objective,</i>	Thee,	You,
<i>Possessive,</i>	Thy,	Your,
<i>Possessive Substantive,</i>	Thine;	Yours,
<i>Nominative,</i>	He,	They,
<i>Objective,</i>	Him,	Them,
<i>Possessive,</i>	His,	Their,
<i>Possessive Substantive,</i>	His ;	Theirs,
<i>Nominative,</i>	She,	They,
<i>Objective,</i>	Her,	Them,
<i>Possessive,</i>	Her,	Their,
<i>Possessive Substantive,</i>	Hers ;	Theirs,
<i>Nominative,</i>	It,	They,
<i>Objective,</i>	It,	Them,
<i>Possessive,</i>	Its ;	Their,
<i>Possessive Substantive,</i>	———	Theirs,
<i>Substantive Grade,</i>	Myself,	Ourselves,
"	Thyself or Yourself ;	Yourselves,
"	Himself,	Themselves,
"	Herself,	Themselves,
"	Itself,	Themselves,
<i>Nominative,</i>	Who,	Whosoever,
<i>Objective,</i>	Whom,	Whomsoever,
<i>Possessive,</i>	Whose,	Whosesoever.

* * 60. *Fire* burns. *We* are mortal. 61. It consumes *wood*. They slander *him*. 62. The *father's* care preserved him. *His* follies destroyed him. 63. This book is *ours*.

We love *our* studies. His mother's prayers availed. We have pleasure in his company. The preacher's sermon moved his audience. His parents are full of anxiety on his account. Sorrow fills their hearts. Patience has its reward. They live in affluence. Serve the Lord with fear. The days of our life are few. Many sorrows filled his cup. Modesty adorned her character. The brightest ornament was hers. The path of the wicked is full of snares. We go the way of all flesh. They delight in their sports. She prefers useful employments. * *

Fire is a common noun, because it is a substantive word denoting quality. It is in the neuter gender, because it signifies an object which is neither male nor female. It is generic, and singular both in form and construction. It is of the third person, because it is a thing spoken of. It is in the nominative case, because it is the subject of the verb *burns*. It is thus declined: Substantive Grade, *Fire*; Possessive Case, *Fire's*. *Wood* is in the objective case, because it is the object of the transitive verb *consumes*.

Father's is in the possessive case, because it denotes the relation of owner.

Ours is a possessive pronoun, derived from *we*, which is a personal pronoun, because it designates persons by their relation to the present discourse. It is in the plural number, because it signifies more than one: in the first person, because it includes the person who speaks; and in the possessive case, because it denotes the relation of owner. It is the possessive case substantive, because it is a possessive pronoun elevated to substantive grade. In this grade it borrows the gender, number, person, and case, of the implied noun *book*; and is, therefore, in the neuter gender, singular number, third person, and nominative case.

* * Decline the following words: Copper, water, I, Josephine, patience, horse, William, we, girl, money, thou, merriment, day, he, honey, bee, night, sorrow, she, morning, pleasure, truth, himself, pain, death, glory, time. * *

LESSON XI.

GRADATION

OF DESCRIPTIVES.

The classification which divides descriptive words into substantives, adjectives, and adverbs, has respect not to the radical signification of the words, but to their grammatical use; and hence a knowledge of syntax is necessary, in order to comprehend fully the distinction between these classes. But words are adapted by their form, to the uses which they serve; and by a change in their form, may become substantives, adjectives, or adverbs without any change in their radical signification.

The changes of gradation are neither uniform nor universal, but they are applicable to a very large number of words, and most of them are affected in the three following methods:

FIRST METHOD.

64. Very frequently the primitive word is an adjective, and becomes an adverb by the

addition of *ly*; and a substantive by the addition of *ness*, or some other equivalent change.

SUBSTANTIVE.				
Keeness,*	{ Freeness, or Freedom.	{ Pureness, or Purity,	{ Soberness, or Sobriety.	Truth, Constancy.
ADJECTIVE.				
Keen,	Free,	Pure,	Sober,	True, Constant.
ADVERB.				
Keenly,	Freely,	Purely,	Soberly,	Truly, Constantly.

SECOND METHOD.

65. Frequently the primitive word is a substantive, which becomes an adjective by the addition of *al*, *ous*, or *y*; and an adverb by the further addition of *ly*.

<i>Substantive</i> ,	Nation,	Brute,	Labor,	Glory,	Health.
<i>Adjective</i> ,	National,	Brutal,	Laborious,	Glorious,	Healthy.
<i>Adverb</i> ,	Nationally,	Brutally,	Laboriously,	Gloriously,	Healthily.

THIRD METHOD.

66. Substantives become adjectives by receiving terminations which more or less modify their meaning:

<i>Substantive</i> ,	Fear,	Fear,	Change.
<i>Adjective</i> ,	Fearful,	Fearless,	Changeable.
<i>Adverb</i> ,	Fearfully,	Fearlessly,	Changeably.

(1.) Substantives are depressed to adjectives, as: A *London* merchant; a *Georgia Life Insurance* Company.

(2.) Adjectives are depressed to adverbial grade, as: A *red* hot poker.

(3.) Adjectives are elevated to substantive grade, as, The *righteous*.

(4.) The adverb *so* is elevated to substantive or adjective grade: as, He said *so*; she is amiable, but he is less *so*.

OF DEFINITIVES.

The changes of gradation extend to definitive words, but are less regular than in descriptives.

POSSESSIVES

<i>Substantive,</i>	Mine,		Thine,		His,		Hers,		—
<i>Adjective,</i>	My,		Thy,		His,		Her,		Its.
<i>Substantive,</i>	Ours,		Yours,		Theirs.				
<i>Adjective,</i>	Our,		Your,		Their.				

Mine and *thine*, instead of *my* and *thy*, were formerly used before a substantive or adjective beginning with a vowel or a silent *h*: as, "Blot out all *mine* iniquities."

DEMONSTRATIVES.

		<i>Sing.</i>	<i>Plu.</i>		<i>Sing.</i>	<i>Plu.</i>
<i>Substantive,</i>	—		This, These,		That, Those.	
<i>Adjective,</i>	The,		This, These,		That, Those.	
<i>Adverb,</i>	The,		Thus, —		—	—

The is an adverbial definitive in such sentences as, The farther it falls, *the* faster it falls.

DISTRIBUTIVES.

<i>Substantive,</i>	Each,		Every one,		Either,		Neither.
<i>Adjective,</i>	Each,		Every,		Either,		Neither.
<i>Substantive,</i>	Each other,			One another.			
<i>Adjective,</i>	—————		↓	—————			

NUMERALS.

The cardinal numbers are used in either substantive or adjective grade. But *million*, when not followed by some other numeral in combination, is always substantive.

Dozen, *score*, *hundred*, *thousand*, and *million*, are frequently construed as collective nouns, and take singular and plural forms: as *a dozen*, *by dozens*. *Myriad* is always so construed.

GENERAL DEFINITIVES.

	<i>Generic & Plural.</i>	<i>Singular.</i>	<i>Generic.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Substantive,</i>	Some,	Some one,	———	Another,	Other.
<i>Adjective,</i>	Some,	Some,		Other,	Other, Other.

	<i>Generic and Plural.</i>	<i>Singular.</i>
<i>Substantive,</i>	Any,	Any one.
<i>Adjective,</i>	Any,	Any.

	<i>Singular.</i>	<i>Plural.</i>		
<i>Substantive,</i>	One,	Ones,	Both,	All.
<i>Adjective,</i>	One,	———	Both,	All.

	<i>Generic.</i>	<i>Singular.</i>	<i>Plural.</i>	
<i>Substantive,</i>	Such,	Such a one,	Such,	Enough.
<i>Adjective,</i>	Such,	Such a,	Such,	Enough.
<i>Adverb,</i>	So,	—	—	Enough.
<i>Substantive,</i>	Much,	Many a one,	Many.	
<i>Adjective,</i>	Much,	Many a,	Many.	
<i>Adverb,</i>	Much,	—	—	

	<i>Generic.</i>	<i>Plural.</i>	<i>Generic.</i>	<i>Plural.</i>
<i>Substantive,</i>	More,	More.	Most,	Most.
<i>Adjective,</i>	More,	More.	Most,	Most.
<i>Adverb,</i>	More.	—	Most.	—

	<i>Singular.</i>	<i>Plural.</i>	<i>Positive.</i>	<i>Negative.</i>
<i>Substantive,</i>	No one,	None.	A few,	Few.
<i>Adjective,</i>	No,	No.	A few,	Few.

	<i>Positive.</i>	<i>Negative.</i>		
<i>Substantive,</i>	A little,	Little.	Less.	A great many.
<i>Adjective,</i>	A little,	Little.	Less.	A great many.
<i>Adverb,</i>	A little,	Little.	Less.	—

One is a numeral, when used like other numerals; and a general definitive, when used like *another*.

Other is frequently construed as a descriptive adjective: thus, The other man. *Another* may be divided into *an other*, and construed in the same way.

Few and *little* are positive, when they resemble *some* in signification; and negative, when they approach in signification to *no*.

It will not be necessary in parsing, to attempt the gradation of every descriptive or definitive word; but occasional exercises in gradation will be highly useful to the student.

* * Write the gradation of the following words:
tender, cruel, violent, pure, view, glory, virtue, discreet, my, mildly, reasonably, attractively, theirs, piously, miserably, such, divinely, desolately, merrily, heroic, wicked, attentive, geographical, honorable, despondent, delightful, cold, warm, ferocious, lazy, active, dishonest, hastily, weary, vital, conclusive, energetic. * *

LESSON XII

TENSES OF VERBS.

The indicative verb has two forms, the Present and the Absent, each of which suffers slight changes adapting it to the number and person of the noun or pronoun which denotes the subject of the affirmation.

67 The Present form or Present Tense, places the action or event which it describes, directly before the mind.

The present tense does not necessarily refer to present time. It is frequently used in propositions which have no respect to time; and it frequently describes events past and future, the date of which is determined by other words, or by the circumstances and tenor of the discourse. It places the action or event which it describes, directly before the mind; and when there is nothing to direct the thoughts to

any other time, it is naturally and properly referred to the time now passing.

68. The Absent form places the action or event which it describes, out of immediate view, either as to time, or as to affirmation; and constitutes two tenses, the past and the subnegative present.

69. The Past Tense describes a past event.

70. The Subnegative Present Tense implies negation and present time.

The verbs *might*, *could*, *would*, and *should*, when they are used in the subnegative present tense, and are not in a subordinate clause of a sentence, imply absence of positive affirmation, but not complete negation. Their affirmation is conditional; and the condition is commonly expressed by a clause beginning with the conjunction *if*: thus, He might be happy if he were innocent. Sometimes the conjunction *if* is understood: as, Were he good, he would be happy; that is, If he were good, &c. Sometimes the whole clause is understood: as, He could accomplish more than he does; that is, if he would make effort. *Should* is frequently used to denote present moral obligation: as, Thou shouldst not bear false witness against thy neighbor. This form of speech affirms moral obligation less strongly than the commandment, Thou shalt not bear false witness against thy neighbor. The abatement in the force of the affirmation, may be explained

by supposing that a conditional clause is understood: thus, Thou shouldst not bear false witness against thy neighbor, if thou wouldst perform thy duty.

The subnegatives *might*, *could*, *would*, and *should*, like other subnegative verbs, imply complete negation, when they are preceded by the conjunction *if* or *that*. Thus, O that I could fly, implies that I cannot fly. If he would consent, implies the negative of present willingness to consent: and, If he should come, implies the negative of present necessity compelling him to come.

71. The Contingent Future is of the imperative form, and implies doubt and futurity.

The Indicative Present and Past are rendered Interrogative, by placing the verb before the nominative: as, Speaks he? Lovedst thou?

* * 67. He *comes*. Truth *is* immutable. 69. He *came*. 70. O that they *were* good. 71. If he *come*, he will be received with joy.

The sun rises in the east. Honesty is the best policy. Jesus saith unto him, Rise. When he comes, receive him kindly. They were in town yesterday. If they were here now, they would rejoice. If he meet you, salute him in my name. They wandered all day through the fields. O that my friend were here. * *

LESSON XIII.

INFINITIVES AND PARTICIPLES.

Verbs frequently lay aside their sentential character, and become Infinitives and Participles. These express the action of the verb; but without command, affirmation, or inquiry.

72. An INFINITIVE is formed by prefixing *to* to an imperative verb.

73. A Construct Infinitive is an infinitive in so close construction with other verbs, that the prefix *to* is omitted.

74. A PRESENT OR PROGRESSIVE PARTICIPLE is formed by adding *ing* to the imperative verb.

75. A PERFECT PARTICIPLE is formed in regular verbs, by adding *ed* to the imperative and is always closely construed with the verb *have*.

76. The present and perfect participles are Active, because they denote the putting forth of action.

These participles express the same action as the verbs, whether it be corporeal, mental, or merely grammatical; and when the action of the verb is transitive, that of the participle is also transitive.

77. A PASSIVE PARTICIPLE is formed in

regular verbs, by adding *ed* to the imperative, and is never closely construed with the verb *have*.

The passive participle generally denotes the receiving of an action, and therefore contemplates the action as transitive. It is hence, in general, formed from transitive verbs only. In the few cases in which the passive participle is formed from intransitive verbs, it denotes an existing state. Thus, *I have come* refers to the performance of the action now completed; and *I am come*, to the present state consequent on the action.

The perfect participle and the passive participle are always precisely alike in form; but they may be infallibly distinguished by the presence or absence of the verb *have*.

GRADATION.

Infinitives and participles suffer no change of form from gradation.

The infinitive is generally of substantive grade: but in the sentence *Carthage is to be destroyed*, it is in adjective grade, being equivalent to the Latin participle *delenda*. In the sentences *The ship is to sail*, *She seems to revive*, the infinitives are in adjective grade.

The present participle is generally adjective in grade; but it assumes the substantive grade, when it is governed by a preposition, or preceded by a definitive; and sometimes when neither a preposition nor a definitive precedes.

The perfect participle is always substantive in grade.

The passive participle is always adjective in grade.

TIME.

Infinitives and participles have, strictly speaking, no reference to time; but are equally applicable to time past, present, and future. They have reference to the state of the action which they denote; and in this way, some consideration of time is indirectly involved.

The present participle denotes an action in progress, whether the time of the action is past, present, or future.

The perfect participle represents the action which it describes as complete, whether the time of the action is past, present, or future.

The infinitive describes an action without reference to either time or state. As the present participle describes an action in progress, and the perfect participle, an action completed; it falls to the lot of the infinitive to be used for an action now commencing, or hereafter to be commenced. *She seems reviving*, describes the action in progress; *She seems to revive*, describes the action without any reference to previous progress. *The ship is sailing*, describes the action in progress, *the ship is to sail*, describes the action as yet future. *He has submitted*, describes the action as completed; *He has to submit*, describes the action as yet future.

The passive participle does not, like the perfect, necessarily imply that the action which it denotes has been completed. In the sentence *We have respected him*, the participle *respected* is perfect, and denotes a completed action: but in the sentence *He is respected by us*, the passive participle *respected* denotes an action in progress.

* * 72. *To study* is laborious. He is willing to learn. 73. He will learn. 74. They are building the house. 75. Thomas has persecuted John. 77 She is respected by all.

The ship is sailing rapidly. She seems to sail well. He promises to go to-morrow. They are to start next week. We have finished our task. You have to finish your task before night. The city is destroyed. The world is to be destroyed by fire. The receiving of them gave great joy. He was busy in cultivating his grounds. In keeping the commandments there is great reward. Sarah, once so much admired for her beauty, is now old and decrepit. Henry has greatly disappointed his fond parents. We have been young. We shall be old. You are soon to be twenty years old. * *

LESSON XIV

INFLECTION OF VERBS.

Inflection is the change which a verb undergoes in its form, in consequence of difference in number, person, mood, and tense.

The inflections of a regular verb may be learned from the following paradigm.

IMPERATIVE. Love.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

Plural.

- | | |
|---|------------------------|
| 1. I love, | We love, |
| 2. Thou lovest, | Ye <i>or</i> you love, |
| 3. He, she, <i>or</i> it loveth <i>or</i>
loves, | They love. |

PAST TENSE.

- | | |
|---------------------------------|-------------------------|
| 1. I loved, | We loved, |
| 2. Thou lovedst, | Ye <i>or</i> you loved, |
| 3. He, she, <i>or</i> it loved, | They loved. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|---|--------------------------------|
| 1. O that I loved, | O that we loved, |
| 2. O that thou lovedst, | O that ye <i>or</i> you loved. |
| 3. O that he, she, <i>or</i> it
loved, | O that they loved. |

CONTINGENT FUTURE TENSE.

- | | |
|-----------------------------------|---------------------------|
| 1. If I love, | If we love, |
| 2. If thou love, | If ye <i>or</i> you love, |
| 3. If he, she, <i>or</i> it love, | If they love. |

INTERROGATIVE PRESENT TENSE.

- | | |
|---|------------------------|
| 1. Love I? | Love we? |
| 2. Lovest thou? | Love ye <i>or</i> you? |
| 3. Loveth <i>or</i> loves he,
she, <i>or</i> it? | Love they? |

INTERROGATIVE PAST TENSE.

- | | |
|---------------------------------|-------------------------|
| 1. Loved I? | Loved we? |
| 2. Lovedst thou? | Loved ye <i>or</i> you? |
| 3. Loved he, she; <i>or</i> it? | Loved they? |

INFINITIVE MOOD.	To Love.
------------------	----------

PRESENT PARTICIPLE.	Loving.
---------------------	---------

PERFECT PARTICIPLE.	Loved.
---------------------	--------

PASSIVE PARTICIPLE.	Loved.
---------------------	--------

The subnegative present tense may, like the contingent future, be construed with the conjunction *if*: as, If he were here. It is sometimes used without a conjunction: as, Were he here.

Because *if* is frequently used with the past tense, the subnegative present may be more readily distinguished, when combined with *O that*.

The contingent future always agrees in form with the imperative.

* * Inflect the following words through all the tenses, in the first person singular: admire, deceive, propose, bless, forfeit, deliver.

Inflect in the third person singular, the following: devour, convene, burden, demolish, rejoice.

Inflect the following in the second person singular: behold, contradict, behave, attract, agitate, commemorate, desolate.

Inflect the following in the first person singular and plural: detest, profess, achieve, constitute, approach, foretell, remember.

Write complete paradigms of the following verbs :
grieve, fear, possess, diminish, increase.

Write sentences containing the following verbs in the present tense : fly, rely, convey, prey, ride, sing, purify, contradict, approach. Write sentences containing the following verbs in the past tense : rejoice, adorn, devour, fortify, render, suppose, deliver, sanctify, admire, convene. Write sentences containing the following verbs in both the past tense, and the subnegative present : enjoy, abound, nourish, sail, desire, support. Write sentences containing the following verbs in the contingent future tense : arrive, honor, ascend, dethrone, reap, whiten, enlist. * *.

LESSON XV.

IRREGULAR VERBS.

77 Verbs have three roots ; one primitive, and two derivative. The primitive root is the imperative ; the derivative roots are the past tense and perfect participle.

78. Regular verbs form both of their derivative roots by adding *ed* to the imperative. All other verbs are irregular.

Inflection of an Irregular Verb.

IMPERATIVE MOOD: See.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|---|-----------------------|
| 1. I see, | We see, |
| 2. Thou seest, | Ye <i>or</i> you see, |
| 3. He, she, <i>or</i> it seeth <i>or</i>
sees. | They see. |

PAST TENSE.

- | | |
|-------------------------------|-----------------------|
| 1. I saw, | We saw, |
| 2. Thou sawest, | Ye <i>or</i> you saw, |
| 3. He, she, <i>or</i> it saw, | They saw. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|--------------------------------------|------------------------------|
| 1. O that I saw, - | O that we saw, - |
| 2. O that thou sawest, | O that ye <i>or</i> you saw, |
| 3. O that he, she, <i>or</i> it saw, | O that they saw. |

CONTINGENT FUTURE TENSE.

- | | |
|---------------------------------|--------------------------|
| 1. If I see, | If we see, |
| 2. If thou see, | If ye <i>or</i> you see, |
| 3. If he, she <i>or</i> it see, | If they see. |

INTERROGATIVE PRESENT TENSE.

- | | |
|--|-----------------------|
| 1. See I? | See we? |
| 2. Seest thou? | See ye <i>or</i> you? |
| 3. Seeth <i>or</i> sees he, she, <i>or</i> it? | See they? |

INTERROGATIVE PAST TENSE.

- | | |
|------------------------|----------------|
| 1. Saw I? | Saw we? |
| 2. Sawest thou? | Saw ye or you? |
| 3. Saw he, she, or it? | Saw they? |

INFINITIVE MOOD.	To see.
------------------	---------

PRESENT PARTICIPLE.	Seeing.
---------------------	---------

PERFECT PARTICIPLE.	Seen.
---------------------	-------

PASSIVE PARTICIPLE.	Seen.
---------------------	-------

LIST OF IRREGULAR VERBS.

<i>Imperative.</i>	<i>Past Tense.</i>	<i>Perfect Participle.</i>
Abide,	abode,	abode.
Arise,	arose,	arisen.
Awake,	awoke, R.	awaked.
Be,	was,	been.
Bear, <i>to bring forth</i> ,	bare,	born.
Bear, <i>to carry</i> ,	bore,	borne.
Beat,	beat,	beaten, beat.
Begin,	began,	begun.
Bend,	bent,	bent.
Bereave,	bereft, R.	bereft, R.
Beseech,	besought,	besought.
Bid,	bid, bade,	bidden, bid.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built,	built.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, R.	caught, R.

Chide,	chid,	chidden, chid. ^m
Choose,	chose,	chosen.
Cleave, <i>to stick or</i> <i>adhere.</i>	} REGULAR.	
Cleave, <i>to split.</i>		
Cling,	clove, or cleft.	cleft, cloven.
Clothe,	clung,	clung,
Come,	clothed,	clad, R.
Cost,	came,	come.
Crow,	cost,	cost.
Creep,	crew, R.	crowed.
Cut,	crept,	crept.
Dare, <i>to venture.</i>	cut,	cut.
Dare, <i>R. to challenge.</i>	durst,	dared.
Deal,	dealt, R.	dealt, R.
Dig,	dug, R.	dug, R.
Do,	did,	done.
Draw,	drew,	drawn.
Drive,	drove,	driven.
Drink,	drank,	drunk,
Dwell,	dwelt, R.	dwelt, R.
Eat,	eat, or ate,	eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forget,	forgot,	forgotten, forgot. [†]
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got †.
Gild,	gilt, R.	gilt, R.
Gird,	girt, R.	girt, R.

† *Gotten* is nearly obsolete. Its compound *forgotten* is still in good use.

Give,	gave,	given.
Go,	went,	gone.
Grave,	graved,	graven, R.
Grind,	ground,	ground.
Grow,	grew,	grown.
Have,	had,	had.
Hang,	hung, R.	hung, R.
Hear,	heard,	heard.
Hew,	hewed,	hewn, R.
Hide,	hid,	hidden, hid.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Knit,	knit, R.	knit, R.
Know,	knew,	known.
Lade,	laded,	laden.
Lay,	laid,	laid.
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie, <i>to lie down.</i>	lay,	lain.
Load,	loaded,	laden, R.
Lose,	lost,	lost.
Make,	made,	made.
Meet,	met,	met.
Mow,	mowed,	mown, R.
Pay,	paid,	paid.
Put,	put,	put.
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	rode, ridden†
Ring,	rung, rang,	rung,
Rise,	rose,	risen.
Rive,	rived,	riven.

† *Ridden* is nearly obsolete.

Run,	ran,	run.
Saw,	sawed,	sawn, R.
Say,	said,	said.
See,	saw,	seen.
Seek,	sought,	sought.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shaped, shapen.
Shave,	shaved,	shaven, R.
Shear,	sheared,	shorn.
Shed,	shed,	shed.
Shine,	shone, R.	shone, R.
Show,	showed,	shown.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Shrink,	shrunk,	shrunk.
Shred,	shred,	shred.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Sit,	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slidden.
Sling,	slung,	slung.
Slink,	slunk,	slunk.
Slit,	slit, R.	slit or slitted.
Smite,	smote,	smitten.
Sow,	sowed,	sown, R.
Speak,	spoke,	spoken.
Speed,	sped,	sped.
Spend,	spent,	spent.
Spill,	spilt, R.	spilt, R.
Spin,	spun,	spun,
Spit,	spit, spat,	spit, spitten†

† *Spitten* is nearly obsolete.

Split,	split,	split.
Spread,	spread,	spread.
Spring,	sprung, sprang,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stink,	stunk,	stunk.
Stride,	strode <i>or</i> strid,	stridden.
Strike,	struck,	struck <i>or</i> stricken.
String,	strung,	strung.
Strive,	strove,	striven.
Strow <i>or</i> strew.	strowed <i>or</i> strewed,	{ strown, strowed, strewed.
Swear,	swore,	sworn.
Sweat,	swet, R.	swet, R.
Swell,	swelled,	swollen, R.
Swim,	swum, swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	throve, R.	thriven.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trodden.
Wax,	waxed,	waxen, R.
Wear,	wore,	worn.
Weave,	wove,	woven.
Weep,	wept,	wept.
Win,	won,	won.
Wind,	wound,	wound.
Work,	wrought,	wrought <i>or</i> worked
Wring,	wrung,	wrung.
Write.	wrote,	written.

In the preceding list, some of the verbs will be

found to be conjugated regularly, as well as irregularly; and those which admit of the regular form are marked with an R.

DEFECTIVE VERBS.

79. Defective verbs are not used in all the moods and tenses.

The following have no imperative or infinitive mood, or participles.

<i>Present.</i>	<i>Past.</i>
Can,	could,
May,	might,
Shall,	should,
Will,	would,
Must,	must,
Ought,	ought,
<hr/>	quoeth.

IRREGULARITIES IN THE USE OF SUFFIXES.

80. The Radical Suffix is *ed*.

The suffix forms the derivative roots in all regular verbs. The irregularities in the roots of verbs are exhibited in the foregoing tables.

81. The Personal Suffixes are *est*, *eth*, and *s*.

These suffixes form the persons of verbs. They are added to the radical verbs, according to the rules in Lesson viii.

The irregularities in the use of personal suffixes,

are exhibited in the following table. The forms included in parentheses are regular.

	<i>Present Tense.</i>			<i>Past Tense.</i>
	<i>est.</i>	<i>eth.</i>	<i>s.</i>	<i>est.</i>
Can,	canst,	can,	can,	couldst.
Dare,	(darest,)	(dareth,)	{ (dares,) or dare,	durst.
Do,	dost,	doth,	(does,)	didst.
May,	mayst,	may,	may,	mightst.
Must,	must,	must,	must,	must.
Need,	(needest,)	(needeth,)	{ (needs.) or need,	(neededst.)
Ought,	(oughtest,)	ought,	ought,	oughtest.
Say,	(sayest,)	saith,	(says,)	saidst.
Shall,	shalt,	shall,	shall,	shouldst.
Will,	wilt,	will,	will,	wouldst.

INFLECTION OF THE VERB *BE*.

Of the verb *be*, because of its numerous irregularities, a full paradigm is subjoined.

IMPERATIVE MOOD. *Be*.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	We are,
2. Thou art,	Ye or you are,
3. He, she, or it is,	They are.

PAST TENSE.

- | | |
|-------------------------------|------------------------|
| 1. I was, | We were, |
| 2. Thou wast, | Ye <i>or</i> you were, |
| 3. He, she, <i>or</i> it was, | They were. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|---------------------------------------|----------------------------------|
| 1. O that I were, | O that we were, |
| 2. O that thou wert, | O that ye <i>or</i> you
were, |
| 3. O that he, she, <i>or</i> it were, | O that they were. |

CONTINGENT FUTURE TENSE.

- | | |
|--------------------------------|-------------------------|
| 1. If I be, | If we be, |
| 2. If thou be, | If ye <i>or</i> you be, |
| 3. If he, she <i>or</i> it be, | If they be. |

INTERROGATIVE PRESENT TENSE.

- | | |
|------------------------------|-----------------------|
| 1. Am I? | Are we? |
| 2. Art thou? | Are ye <i>or</i> you? |
| 3. Is he, she, <i>or</i> it? | Are they? |

INTERROGATIVE PAST TENSE.

- | | |
|-------------------------------|------------------------|
| 1. Was I? | Were we? |
| 2. Wast thou? | Were ye <i>or</i> you? |
| 3. Was he, she, <i>or</i> it? | Were they? |

INFINITIVE MOOD.	To be.
------------------	--------

PRESENT PARTICIPLE.	Being.
---------------------	--------

PERFECT PARTICIPLE.	Been.
---------------------	-------

PASSIVE PARTICIPLE.	—
---------------------	---

AUXILIARY VERBS.

Among irregular verbs, are some which are called Auxiliary. They are distinguished by peculiarities in their construction with the infinitives and participles of other verbs.

Shall, will, may, can, and must, are combined with a construct infinitive, either expressed or understood.

Shall and *will* denote the present disposition of persons or things with respect to some future action, expressed by the infinitive with which they are combined; and in their combination, they form what grammarians call the future tense. But the verbs *shall* and *will* are strictly present. Our language follows nature in making no absolute affirmation of future events. Its only future tense is the Contingent Future. It foretells future events in no other way, than by affirming the present disposition of persons and things with respect to them. The infinitive, which forms a part of the combination called the future tense, expresses no time: and the idea of futurity arises from the foretelling power of *shall* and *will*; just as in the sentence, *I promise to go*. We know, in this sentence, that the action denoted by the verb *to go*, is future, because of its connection with the verb *promise*.

Will denotes the internal disposition of the person or thing that is the subject of its affirmation. When a speaker says *I will*, he declares his own disposition with respect to a future action; and his declaration is a promise. But when he says *thou wilt, or he will,*

he expresses his judgment concerning the disposition of another party; and therefore makes no promise. Hence, *will*, in the first person, promises; but in the second and third persons, merely foretells.

Shall denotes the disposition of persons and things external to the subject of its affirmation. When a speaker says *I shall*, he expresses the disposition of persons and things external to himself, and says nothing about his own disposition. He therefore makes no promise, but merely foretells the event which external things are conspiring to produce. When he says *thou shalt*, or *he shall*, he describes the disposition of persons and things external to the agents *thou* and *he*; among which external things the speaker himself is included. Hence it arises, that *shall*, in the second and third persons, expresses the purpose or authority of the speaker; but the first person merely foretells.

Shall may be regarded as the passive of *will*. *I shall* is equivalent to *I am willed*; and *he shall* is equivalent to *he is willed*.

May, *can*, and *must* relate to the power of persons and things with respect to a future action. They combine with the construct infinitive, to form what grammarians call the Potential Mood. *I may go*, is said to be in the present tense; but the action of which it speaks, is as truly future, as that denoted by *I will go*. One of these expressions affirms the present power, and the other the present disposition of the speaker; both of them imply that the action resulting must be future.

Can expresses the power of the person or thing that is the subject of its affirmation. It does not determine whether the future action will take place. Power and will are both necessary to action, and are its elements. *Can* affirms the existence of one of these elements, and leaves the occurrence of the action dependent on the other element, that is, on the will of the agent.

May refers to the power of persons and things external to the subject of its affirmation. It describes external things as inactive in the case; or not putting forth their power either to produce or prevent the contemplated action. When the speaker says *I may*, he affirms the absence of all control from external agencies. When he says *thou mayst*, or *he may*, he affirms the absence of control by external agents, among which he himself is included; and this is to grant permission. In the first person it implies the absence of control; in the second and third person, it implies the withholding of control.

Must refers to the power of persons and things external to the subject of its affirmation, just as *may* does; but it regards that power as conjoined with a disposition to produce the contemplated action. *I must go*, represents the speaker as controlled by external cause. *Thou must go*, and *he must go*, represent the subjects of the affirmation as controlled by external causes; and among these causes is included the agency of the speaker.

Do is sometimes followed by a substantive in the

objective case. It is then not called an auxiliary verb, and is equivalent in signification to the verb *act* or *perform*. *To do iniquity*, is *to act iniquity*; and *to do penance*, is *to perform penance*. As an auxiliary, *do* is followed by a construct infinitive, and loses its proper signification. It is used for the sake of emphasis, as *I do love*: or for the sake of convenience in negative and interrogative sentences; as, *I do not love*, or *do I love*?

Have, when followed by an objective noun, is equivalent to *possess*, and is not an auxiliary verb. As an auxiliary, it is always construed with a perfect participle, and does not retain the signification *possess*. It contains the signs of predication and time, and determines the character of the participle which follows it. Beyond this, it is not easy to perceive that it has any force. Possibly some trace of the meaning *possess*, may be detected, by varying the construction of the sentence: thus, *I have offended my friend*, may be explained, *I have or possess my friend offended*.

Be, when used to predicate existence, is not an auxiliary verb. When not used for this purpose, it is a mere copula; and if followed by a participle either present or passive, it is considered an auxiliary verb.

Dare and *need* are not commonly reckoned auxiliary verbs; but they agree with words of this class, in taking the construct infinitive after them. A further agreement may be noticed, in their tendency to omit the suffix *s* in the third person singular.

LESSON XVI.

RULES OF SYNTAX.

Relation I. Independence.

1. VOCATIVE.

82. RULE I. Vocative substantives are independent in construction, and are in the nominative case.

2. IMPERATIVE.

83. RULE II. Imperatives are construed independently, or in connection with pronouns of the second person and nominative case.

3. RESPONSIVE.

84. RULE III. The Responsives *yes*, *no*, *yea*, *nay*, and *aye*, are construed as independent sentences.

4. INTERJECTION.

85. RULE IV Interjections are construed as independent sentences.

5. CASE ABSOLUTE.

86. RULE V A substantive construed independently with a participle, must be in the nominative case.

* * 82. Hasten, *Sinner*. Live in peace, *my children*. Depart, *thou miscreant*. 83. *Rejoice* evermore.

Come ye to the waters. 84. *Yes*, I may. *No*, I can not permit it. 85. Bless the Lord, *O* my soul. Hear *O* earth! 86. *The sun rising*, all darkness was dispelled. *Our journey being ended*, we lay down to rest.

Prepare to meet thy God. Seek ye the Lord. *O* Israel, thou hast destroyed thyself. Our pleasures, alas! are few and fleeting. Yes, our life is a vapor. Hope having fled, the sinner expires in anguish. * *

LESSON XVII.

RULES OF SYNTAX.

Relation II. Predication.

87. RULE VI. The subject of an indicative verb must be in the nominative case: but the subject immediately preceding an infinitive verb, must be in the objective case.

The relation between the subject of the infinitive mood and its verb, and that between an indicative verb and its subject, is of the same kind; and therefore both are included in this rule. *I believed him to be wise*, is the same as *I believed that he was wise*. *Him to be* in the former, is as truly predication, as *he was*, in the latter; but it is predication modified by government, being the direct object of the transitive verb *believed*.

88. RULE VII. A verb must agree with its nominative in number and person.

In applying this rule, it will be useful for the young student to remember the following observation :

S, when added to a noun, makes it plural; but *s*, when added to a verb, makes it singular.

SPECIAL RULES.

I. A collective noun is considered plural in syntax, whenever an affirmation is made of the parts or individuals composing the collection.

Collective nouns are always singular in etymology; and whenever affirmation is made of a collection considered as an entire whole, the verb is singular according to the general rule.

II. When the subject of a verb consists of two or more nominatives, connected by the conjunction *and*, and denoting more individuals than one, the verb must be plural; unless each of the nominatives has a distributive word applied to it.

III. When the subject of a verb consists of two or more nominatives connected by a disjunctive conjunction, the verb ought to agree with them severally: but it chooses a plural nominative rather than a singular; and the nearest nominative, rather than one more remote.

89. RULE VIII. The verb *be*, and other intransitive verbs, also transitive verbs followed by their proper object, take a predicate after them, which may be either a substantive or an adjective.

The predicate belongs, as an attribute, to the subject of the verb, and the intervening word or words serve as a copula.

The verb *be* in this construction, is frequently combined with a participle: as, He is-named John. They are-accounted wise.

* * 87. *They sing sweetly. We have offended them. 88. I am weary. Thou art cheerful. He is learned. They are happy. I. The crowd differ in their opinion. II. Peter and Thomas are on the way. This faithful friend and companion never deserts me. Every man, every woman, and every beast, was numbered. Every man and woman were numbered. III. He or I was obliged to act. John, James, or Joseph, has been appointed. They or I must go. He or I am bound to perform the service. He or they deserve the reward. Am I or he to suffer the penalty? Art thou or he to receive the reward? 89. He is the mayor. They are hostile. He died a martyr. We live contented. She appears amiable. He seems to revive. To speak is to offend. He left the field a conqueror. They spent the night terrified.*

Cicero was the great Roman orator. John is frequently called the beloved disciple. They have always been happy. For a moment he seemed to relent. He is called the philanthropist. We left the house desponding. They are esteemed our ablest statesmen. I am loving. I am loved. The cause is just. The sleep of a laboring man is sweet. The counsel of the Lord shall stand. Peter and James

are inseparable companions. The congregation were attentive to the preacher's discourse. That regiment was in the battle of Sharpsburg. Either Mary or Susan sends this present to your little daughter. Neither Simeon nor I am reponsible for the misconduct of Henry. * *

LESSON XVIII.

RULES OF SYNTAX.

Relation III. Adjection.

1. DESCRIBING ADJECTION.

90. RULE IX. Describing Adjectives are used to qualify substantives.

2. DEFINING ADJECTION.

91. RULE X. Defining Adjectives limit substantives, and sometimes require agreement in number.

3. POSSESSIVE ADJECTION.

92. RULE XI. The relation of owner is denoted by the possessive case.

4. ADVERBIAL ADJECTION.

93. RULE XII. Adverbs are used to modify verbs, adjectives, and other adverbs.

* * 90. A beautiful rivulet of sweet water flowed.

through the meadow. 91. *This* mountain and *those* trees are witnesses. *Every* man went to his own house. The wall is *ten* feet high. 92 Peter's book is larger than *John's*; and both are smaller than *mine*. 93. He was *very* penitent, and *wept bitterly*. He speaks *very* fluently, and his eloquence is *greatly* admired.

The banks of that silently flowing stream are beautifully fringed with fragrant flowers. My journey through that wild country was lonely. His persevering efforts secured the coveted prize. The prudent man foreseeth the evil. Every one of us must give an account of himself to God. Are not three sparrows sold for a farthing? Some men's sins go beforehand to judgment. * *

LESSON XIX

RULES OF SYNTAX.

Relation IV Government.

I. TRANSITION.

94. RULE XIII. Transitive verbs, and their active participles, govern the objective case; or an infinitive, with or without an objective preceding.

95. RULE XIV Doubly transitive verbs,

and their active participles, govern two objectives; and their passive participles govern one.

When a transitive verb governs an infinitive with an objective preceding, its passive participle governs the infinitive only.

96. RULE XV The transitive verbs *see*, *hear*, *feel*, *bid*, *make*, and *let*, govern objectives combined with construct infinitives.

2. ADJUNCTION.

97. RULE XVI. Prepositions govern the objective case.

3. SUBORDINATE POSITION.

98. RULE XVII. Nouns denoting value, time, or distance, are put in the objective case without a governing word.

99. RULE XVIII. The objective case follows the word *like*, and often stands as the indirect object of verbs.

All the cases which are to be referred to this rule, may be supposed to be governed by the preposition *to* understood: thus, Like [to] his father. Give [to] him the book.

The indirect object of a verb may be distinguished from the direct, in two ways:— 1. It admits a governing preposition to be inserted before it. 2. It does not, when the verb is made passive, become its proper subject. On the contrary, the government of the

direct object proceeds directly from the verb, and cannot be referred to an intervening preposition: and, when the verb is made passive, it becomes the proper subject. We say *Give the book*, without a place for any intervening preposition: and we may say, *The book was given to him*; but we cannot make *he* the subject of the passive verb *was given*. In this last particular, the doubly transitive verbs of Rule XIV manifest clearly their distinguishing peculiarity. The sentence *He taught me grammar*, may be changed into *I was taught grammar by him*, or *Grammar was taught me by him*. Both of the objects in the original form of the sentence, become the subjects in the other forms.

100. RULE XIX. Infinitive verbs frequently take a subordinate position, without a governing word. In these cases they generally follow nouns, adjectives, or intransitive verbs; and sometimes the words *too* and *so* *as*.

The infinitive in substantive grade rejects all governing prepositions except *about*. The preceding rule is to be applied in all cases in which a noun or participle would, if substituted for the infinitive, require a governing preposition. When the infinitive stands as the proper object of a transitive verb, it should be parsed by Rule XIII. When it is governed by the preposition *about*, it should be parsed by Rule XVI; and when it is in adjective grade, it should be parsed like other adjectives.

* * 94. Henry struck *Thomas*. He is learning his

lesson. She desired to go. They compelled him to go.
95. He taught *me grammar*. I was taught *grammar*.
He was compelled *to go*. 96. Bid *him forsake* all. I
heard *him utter* treasonable words. 97. They have
gone over the *mountain*. 98. The book is worth
twenty shillings. He has been absent six *hours*. The
town is distant forty *miles*. The water is many
fathoms deep. 99. He is like his *father*. I gave *him*
the book. 100. What went ye out *to see*? *To confess*
the truth, I was in fault. She has a great desire *to*
excel. They were ambitious, *to execute* the work well.

The beautiful landscape charms every beholder,
The unfeeling owner of that splendid mansion,
refused the poor beggar a single morsel of bread.
His modesty charms us. Those tales of grief awaken
our sympathy. They rise superior to every difficulty.
He sailed over the Atlantic in a leaky vessel. Bid
me come to thee. Let him never succeed. We
importuned him to send a peaceful answer. We
cannot make him follow the counsels of wisdom.
We heard him pronounce that eulogy. Let him take
heed to his steps. Forty years they travelled through
the wilderness. The Lord gave them bread from
heaven to eat. They feared to offend him. They
were thankful to receive blessings from his hand. * *

LESSON XX.

RULES OF SYNTAX.

Relation V. Conjugation.

101. RULE XX. The verb *be* forms, with the present participle, a conjugation expressing progressive action; and, with the passive participle, a passive conjugation.

102. RULE XXI. The verb *have* is conjugated with the perfect participle.

103. RULE. XXII. The verbs *do, may, can, will, shall, must, dare, and need*, are conjugated with the infinitive construct.

* * 101. God *is reconciling* the world to himself. They *are* persecuted for righteousness' sake. 102. I *have finished* the work. 103. We *do not love* teaching. We *shall encounter* difficulties. We *must declare* the truth.

We are travelling through Immanuel's land. They were journeying from Egypt to Canaan under Moses. The state is divided into one hundred counties. The trees of the field are shaken by the wind. The cities of the plain were destroyed by fire. That diligent boy has spent the morning in well directed studies. We do not fear their utmost efforts. They will never succeed. We can never sufficiently requite their kindness. You must not desert me in this time of need. * *

LESSON XXI.

RULES OF SYNTAX.

Relation VI. Apposition.

104. RULE XXIII. Two or more substantives used together to denote the same thing, must agree in case.

Apposition is Direct, when the relation between the substantives is signified by their position.

Apposition is Constructive, when the relation between the substantives is expressed by a verb with which they are construed; or when the substantives are connected with each other by the conjunction *as*.

* * 104. *Washington*, the *hero* of the *American* revolution, became the first *president* of the United States. *He* was called the *Father* of his country. She named her *daughter Mary*. *He*, as *protector*, accompanied them on the journey.

It was given to me by William, the gardener. Paul, the apostle of the gentiles, wrote the epistle to the Romans. John, the beloved disciple, wrote the book of Revelation. Abraham is called the father of the faithful. I supposed it to be him. It was doubtless she. * *

LESSON XXII

RULES OF SYNTAX.

Relation VII. Substitution.

105. RULE XXIV Pronouns must agree with the nouns for which they stand, in gender, number, and person.

SPECIAL RULES.

I. When a pronoun which relates to a collective noun, stands for the parts or individuals that compose the collection, it takes its form according to the sense of the sentence.

II. When a phrase contains two or more substantives connected by the conjunction *and*, and denotes more individuals than one, a pronoun which stands for them must be plural; unless each substantive has a distributive word applied to it. If the substantives are of different persons, the pronoun prefers the first person to either of the others, and the second to the third.

III. When a phrase contains two or more substantives connected by a disjunctive conjunction, a pronoun which stands for them, ought to agree with them severally, but this rule is frequently violated from necessity.

* * 105. We esteem the *man*, because *he* is intelligent and virtuous. I. The whole company

loved *their* captain. II. Peter and I went to *our* studies. Thou and I must perform *our* task. You and she should make it *your* business. III. If either John or James come, receive *him* kindly. If either Mary or Jane solicit your favor, treat *her* courteously. If a brother or sister be naked and destitute of daily food, and one of you say unto *them*, &c.

They who love wisdom, will certainly find her. The woman is admired for her beauty. The man performs prodigies by his uncommon strength. My father has fatigued himself by his labor. That lady endears herself to every one by her unaffected kindness. The ground which we tread under foot produces the food that sustains man and beast. * *

LESSON XXIII.

RULES OF SYNTAX.

Relation VIII. Connection.

1. CONJUNCTIVE CONNECTION.

106. RULE XXV Conjunctions connect sentences and co-ordinate parts of a sentence.

Words are Coördinate, when they bear like relation to the rest of the sentence.

Words cannot be coördinate, when they differ in grade, case, or mood: thus, a substantive cannot be

coördinate with an adjective; or a nominative with an objective; or an indicative with an imperative.

Substantives are coördinate, when they are nominative to the same verb; or are governed by the same verb, or preposition. Adjectives are coördinate, when they qualify the same noun. Adverbs are coördinate, when they modify the same word. Verbs are coördinate, when they have the same subject or agent.

Coördination belongs to phrases, as well as to single words.

107 RULE XXVI. Some conjunctions have corresponding conjunctions.

The following are the principal corresponding conjunctions:

Both, and;	Either, or;	As, as;
Though, yet;	Whether, or;	So, as;
Not only, but also;	Neither, nor;	As, so.

In parsing corresponding conjunctions, let the present rule be applied to the first of the pair, and the preceding rule to the last.

2. ADJUNCTIVE CONNECTION.

108. RULE XXVII. A preposition subordinates a substantive to some other word in the sentence.

3. RELATIVE CONNECTION.

109. RULE XXVIII. A relative pronoun connects its clause with the principal sentence.

A relative pronoun sustains three relations. It is

a substitute for its antecedent, according to Rule XXV: it is a connective, according to the present rule: and, in its own clause, it is either the nominative of a verb, according to Rule VI; or the object of a transitive verb or preposition, according to Rule XIII or XVI.

110. RULE XXIX. A compound relative makes its clause serve as a substantive in the principal sentence.

* * 106. He wept *and* she laughed. *He and she* retired. They saw *and* admired her. They acted with *great discretion and extraordinary valor*. 107. *Either* he *or* I must perform the task. 108. Peter *went to Rome*. 109. The man *who* sent it, is dead. 110. He believed *what I said*.

The stream glides through the meadow, and the cattle graze on its banks. The sun and moon fulfil the design of their Maker; but man disobeys his laws. We are indebted to your friend, for the favor which he has bestowed. Whatsoever he doth, shall prosper. Let us bear, with resignation, whatever afflictions God may choose to send for our chastisement. * *

LESSON XXIV.

RULES OF SYNTAX.

ELLIPSIS.

111. RULE XXX. To avoid disagreeable repetitions, and to express our ideas with con-

venient brevity, all words which can be readily supplied by the mind, ought in general to be omitted. But no omission should be allowed, which would obscure the sentence, weaken its force, or be attended with an impropriety.

Very frequently, by means of ellipses, two or more sentences may be advantageously condensed into one.

Words are often repeated for the sake of emphatic distinction; and words which would be expressed in dignified style, are often omitted in familiar discourse.

* * 111. He was a learned, wise, and good man : [he was a learned man, he was a wise man, and he was a good man.] They loved him more than me : [they loved] me. He runs as [he would run] if he were out of breath. He is wiser than I [am]. [May] Peace be with thee. [To persons] Viewing the matter in that light, his conduct appears perfectly justifiable. I was much pleased with the picture [which] I saw at your house yesterday. The promises of God are an unfailing support, in health and in sickness, in prosperity and in adversity.

It is frequently necessary in parsing, to supply omitted words, as is done in brackets, in several of the preceding examples.

LESSON XXV

EQUIVALENTS AND CO-ORDINATES.

When a conjunction connects two coördinate parts of a sentence, it sometimes happens that one of these

coördinates is a single word, and the other a phrase. The possibility that a phrase and a single word may be coördinate to each other, is easily explained by the fact, that a phrase may be precisely equivalent to a single word.

EQUIVALENTS.

Comparison, declension, and gradation, are frequently effected by Equivalents, in which the word, instead of undergoing a change of form, receives the addition of a separate word.

COMPARISON.

<i>Positive,</i>	wise,	wise,
<i>Comparative,</i>	wiser,	more wise,
<i>Superlative,</i>	wisest,	most wise.

DECLENSION.

Substantive Case, Samuel, Samuel. Wisdom, wisdom.

Possessive Case, Samuel's, of Samuel. Wisdom's, of wisdom.

GRADATION.

<i>Substantive,</i>	Virtue,	Virtue,
<i>Adjective,</i>	Virtuous,	Of virtue.
<i>Adverb,</i>	Virtuously,	With virtue.

A relative clause is frequently equivalent to an adjective; thus, *which fadeth not away*, is equivalent to *unfading*, in the sentence, They hope for an inheritance incorruptible, undefiled, and which fadeth not away.

COÖRDINATES.

The parts of a sentence, whether words or phrases, are coördinate to each other, when they bear the same relation to the rest of the sentence. Two adjectives are coördinate, when they qualify the same substantive; and if for one of the adjectives, a phrase equivalent to it be substituted, this phrase and the remaining adjective will be coördinate to each other. The coördinates in this case, are an adjective and a phrase in adjective grade. Two adverbs are coördinate, when they modify the same verb or adjective; and if for one of them, a phrase equivalent to it be substituted, the phrase and the remaining adverb will be coördinate to each other. In this case, the coördinates are an adverbial word, and a phrase in adverbial grade. Now, if any phrase may be coördinate to a single word, this same may be true with respect to another phrase of like construction. Hence, in determining the rank of a phrase, we either find a single word equivalent to it, or we compare its construction with that of some other phrase, to which an equivalent word has been found.

* * He spoke wisely, and with fluency. They acted prudently, and without perturbation. She is amiable, and of uncommon beauty. Peter is older, and more learned than Henry. The body of that aged man, and his young son's, were both pierced by darts. He traveled safely, and in a splendid carriage. * *

In these sentences, let the parts connected by the conjunction *and* be shown to be coördinate; thus,

With fluency is equivalent to the adverb *fluently*, and is an adverbial phrase coördinate with *wisely*.

Without perturbation is of like construction with the phrase *with prudence*, which would be equivalent to the adverb *prudently*; and it is therefore an adverbial phrase. Hence the word and the phrase connected by the conjunction, are coördinates.

LESSON XXVI.

PARSING.

112. Parsing consists in classifying the several words of a sentence, telling their grammatical properties, and explaining their relations to the other words of the sentence.

The preceding lessons have gradually unfolded a system of thorough parsing, which the student may now apply to the words of any author.

113. Etymological Parsing consists in classifying the several words of a sentence, and telling their grammatical properties, with the changes which they are capable of undergoing to adapt them to peculiar relations.

114. Syntactical Parsing consists in explaining the relations which words bear to each other, in the construction of a sentence. This may be expeditiously accomplished, by naming

the related words, and referring to the rule of syntax which explains their relation.

The system of thorough parsing taught in the preceding lessons, should be continued by the student, until he has become well acquainted with etymology. He may then confine his exercises to syntactical parsing, at first repeating the rules at length, and explaining their application to each particular case. After he has acquired familiarity with the rules, it will suffice, instead of repeating a rule, merely to tell its number. In this expeditious method, much may be parsed in a little time; and the attention of the advanced student will be drawn off from easy and familiar subjects, and fixed on points which give higher exercise to his intellectual powers, and more comprehensive views of grammatical science.

* * 1. The Lord is my shepherd; I shall not want.

2. He maketh me to lie down in green pastures; he leadeth me beside the still waters.

3. He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.

4. Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me: thy rod and thy staff they comfort me.

5. Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over.

6. Surely goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord forever. * * *

(1.) The Lord, Rule x: Lord is, vi and vii: is shepherd, viii: Lord shepherd, xxiii: my shepherd, xi: I shall, vi and vii: shall not, xii: shall want, xxii.

(2.) He maketh, vi and vii: maketh me lie, xiii: [*to before lie is a deviation from rule, giving fulness and increased dignity to the*

style;] lie down, xii: lie in pastures, xxvii: in pastures, xvi: the pastures, x: green pastures, ix: He leadeth, vi and vii: leadeth me, xiii: leadeth beside waters, xxvii: beside waters, xvi: the waters, x: still waters, ix.

(3.) He restoreth, vi and vii: restoreth soul, xiii: my soul, xi: he leadeth, vi and vii: leadeth me, xiii: leadeth in paths, xxvii: in paths, xvi: the paths, x: paths of righteousness, xxvii: of righteousness, xvi: leadeth for sake, xxvii: for sake, xvi: his name, xi: name's sake, xi.

(4.) Yea, iii: I will fear, &c., though I walk, &c., xxv: I walk, vi and vii: walk through valley, xxvii: through valley, xvi: the valley, x: valley of shadow, xxvii: of shadow, xvi: the shadow, x: shadow of death, xxvii: of death, xvi: I will, vi and vii: will fear, xxii: fear evil, xiii: no evil, x: I will fear, &c., for thou art, xxv: thou art, vi and vii: art with me, xxvii: with me, xvi: thy rod, xi: rod and staff, xxv: thy staff, xi: rod and staff they, xiii: they comfort, vi and vii: comfort me xiii.

(5.) Thou preparest, vi and vii: preparest a table, xiii: preparest before me, xxvii: before me xvi: preparest in presence, xxvii: in presence, xvi: the presence, x: presence of enemies, xxvii: of enemies, xvi: mine enemies, xi: [mine for my, see observation on possessives in lesson xi]: thou anointest, vi and vii: anointest head, xiii: my head, xi: anointest with oil, xxvii: with oil, xvi: my cup, xi: cup runneth, vi and vii: runneth over, xii.

(6.) Surely shall, xii: goodness and mercy, xxv: goodness and mercy shall, vi and vii: shall follow, xxii: follow me, xiii: all days, x: the days, x: follow days, xvii: days of life, xxvii: of life, xvi: my life, xi: goodness and mercy shall, &c., and I will, &c., xxv: I will, vi and vii: will dwell, xxii: dwell in house, xxvii: in house, xvi: the house, x: house of Lord, xxvii: of Lord, xvi: the Lord, x: dwell forever, xii.

LESSON XXVII.

FALSE SYNTAX.

The correcting of false syntax, is a very important exercise in the study of grammar, and demands the best efforts of the student. The reason of every correction should be well considered: and the pupil should be required to give full explanations, in appropriate language. These explanations cannot be conveniently referred to fixed models; but the rule of syntax applicable to each case, will generally suggest suitable forms of expression. A few specimens are here introduced for the benefit of the student.

The first example under Rule V. In this sentence, the pronoun "them," which is construed independently with the participle "disagreeing," ought to be in the nominative case; according to Rule V, which says——. The pronoun is thus declined: nom. *they*, obj. *them*, poss. *their*, poss. sub. *theirs*. The nominative, *they* ought to be substituted for *them*; and the sentence, when corrected, will read thus: They disagreeing, the enterprise failed.

The first example under Rule VI. In this sentence, the pronouns "him" and "her," which are the subject of the verb "are," ought to be in the nominative case; according to Rule VI, which says——.

The pronouns are thus declined: nom. *he*, obj. *him*, poss. *his*, poss. sub. *his*; nom. *she*, obj. *her*, poss. *her*, poss. sub. *hers*. The nominatives *he* and *she* ought to be substituted for "him" and "her"; and the sentence, when corrected, will read thus: He and she are both absent.

The first example under Rule VII. In this sentence, the verb "loves" ought to agree in the first person singular with its nominative "I"; according to Rule VII, which says——. The verb is thus inflected: sing. 1 per. *I love*, 2 per. *thou lovest*, 3 per. *he, she* or *it loveth* or *loves*. The first person *love* ought to be substituted for "loves"; and the sentence, when corrected, will read thus: I love my book.

The first example under Rule XI. In this sentence, the word "Stephen's," which in respect of the noun "horse," denotes the relation of owner, ought to be in the possessive case; according to

Rule XI, which says——. The noun "Stephen's" is thus declined: sub. grade *Stephen*, poss. case *Stephen's*. The possessive case, which contains an apostrophe after the letter *n*, ought to be substituted for "Stephen"; and the sentence, when corrected, will read thus: *This*, is Stephen's horse.

RULE V.

* * Them disagreeing, the enterprise failed. Us viewing the proposal favorably, he was encouraged to proceed. No man shall harm them, me being alive, and able to defend them. * *

RULE VI.

* * Him and her are both absent. Thee must not neglect thy business. You and me have always been friends. You will meet with enemies, whom you will be compelled to confess, are numerous and formidable. Whom shall be employed to finish the work? * *

Observation. A sentence should not contain a superfluous nominative. A pronoun joined immediately to the noun for which it stands, is superfluous, unless it is a compound personal pronoun added for the sake of emphasis.

* * Simple and innocent pleasures they alone are desirable. My banks they are furnished with bees. Sarah she baked the pie; Thomas he divided it; and the family they all partook of it. Man that is born of a woman, he is of few days, and full of trouble. This rule, if it had been observed, these evils would have been avoided. Secrecy, if it had been strictly maintained, the plan would have been successful. * *

RULE VII.

* * I loves my book. Thou desireth praise. Thou loved instruction. Our Father art in heaven. You was greatly agitated. The prisoners has been discharged. Five miles was traveled in an hour. The wisdom of the greatest statesmen are insufficient. The deceitfulness of riches have choked the growth of his piety. So much of patriotism and valor have seldom been displayed. Nothing but follies and crimes are contained in the record of his life. A judicious arrangement of studies facilitate improvement. Pangs of conscience now and then interrupts his pleasure. There was more than one concerned in the transaction. To these precepts are subjoined a copious selection of rules and maxims. What signifies the counsels of age and experience if young persons neglecteth to receive instruction. The number of our days are with thee. There remains two lessons to be learned. There is, I am persuaded, many miles of tedious journey yet remaining. Great pains has been taken to improve the work. The riches which he has acquired by this transaction, exceeds all calculation. In intelligence and virtue consists the true wealth of man. Where was thee when thy friend called to see thee? * *

OBS. 1. When a word, phrase, or sentence, is the subject of an affirmation, it must be regarded as a *single thing spoken of*, and the verb must agree with it in the third person singular.

* * *Mice* are a plural noun. *Thou* art a personal

pronoun. *Dry goods and groceries* were painted on the signboard. *Thou shalt love the Lord*, art the first and greatest commandment. *Benefactors of their country* were engraven on their tomb stone. * *

OBS. 2. An infinitive verb is frequently the grammatical subject of a verb, and is in the third person singular.

* * To follow after peace and holiness, are the best means of securing happiness. At all times, and in all circumstances, to obey God are required by the divine law. * *

OBS. 3. The demonstrative *that* immediately followed by a sentence, is often the grammatical subject of a verb, which must agree with it in the third person singular.

* * That God rules over all things, are clearly taught in the Holy Scriptures. That you, my friends, may be happy in this life, and in the life to come, are earnestly solicited in all my prayers. * *

OBS. 4. When nouns have the same form in the singular and plural, verbs must agree with them according to the sense. This observation applies to the words *deer*, *sheep*, *pair*, *swine*, *amends*, and *means* when it signifies what is necessary to the accomplishment of an end. *Mean*, the middle between extremes, is regularly declined; singular *mean*, plural *means*.

* * One pair of snuffers are worth twenty cents. Two pair of snuffers was on the table. Only one deer were in the park. Twenty deer was caught by the dogs. Ten head of cattle was in the meadow.

Twelve brace of pigeons was sold for a dollar. He tried to effect it by his own effort; but the means have failed to accomplish the end. He united his father's influence with his own effort, and the combined means has proved successful. * *

OBS. 5. When the verb *be* stands between two nominatives, it should agree with that which is nearest to it, or that which is most naturally its subject.

* * The wages of sin are death. His meat were locusts and wild honey. * *

OBS. 6. Generic nouns of plural form, take singular or plural verbs according to prevalent usage. *News*, *molasses*, *measles* are usually singular: *alms*, *riches*, *oats*, *odds*, *wages*, *thanks*, and *pains* signifying laborious effort, are usually plural. With respect to *gallows*, *mathematics*, and other names of sciences in plural form, the usage is less fixed.

* * The news are very unsatisfactory. The measles have produced great mortality in that neighborhood. He asked an alms. Your riches is corrupted. Great pains has been taken to improve the work. The daily wages was unjustly withheld from the poor laborers. * *

OBS. 7. When, in compliance with polite usage, the pronoun *you* is employed in addressing an individual, it should be followed by a plural verb.

* * You, as well as he, deserves high commendation. He maintains that you was not present. You yourself art too wise to need his counsel. Was you a member of the society to which he belonged? * *

SPECIAL RULE I.

* * Stephen's party were broken up. The meeting were well attended. A company of cavalry were sent to defend the place. The people is much dissatisfied with their rulers. The class has failed in their lessons. The regiment is without shoes. The crowd were so large, that the room would not contain it. The crowd is genteel and well-behaved. * *

SPECIAL RULE II.

* * Peace and pleasure is found in the path of virtue. Mirth and frivolity affords no lasting happiness. He and she has agreed to the proposal. This friend and companion of my youth, deserve my great respect. Every boy and every girl in the whole procession, were clothed in white. Every husband and wife was placed in front of their children. * *

OBS. A nominative added for the sake of comparison, does not affect the number of the verb.

* * The pastor, as well as his people, were defective in piety. The father, as well as his son, were addicted to the crime of drunkenness. Every man of wealth, as well as the poor neighbors by whom he is surrounded, suffer the evils of hunger and cold. * *

SPECIAL RULE III.

* * John or James are bound to execute the work. Either necessity or duty drive him to this measure. Neither poverty nor wealth render a man exempt from temptation. Stephen or I are responsible for

that debt. Either the master or his servants has committed these depredations. It is doubtful whether his pride or his passions has contributed most to effect his ruin. Neither the father nor the mother have taught the children. Thou or he art to blame for the failure. * *

OBS. 1. When a singular and a plural are connected by a disjunctive conjunction, the plural should in general be placed nearest to the verb.

* * Either they or he is censurable. Is he or you responsible for that assertion? Neither his children nor his wife enjoys the benefit of his protection. Is poverty or riches to be preferred? They or he was offended. Was he or they chiefly blamable? Neither the mother, the daughters, nor the son, has received just compensation for their labor. * *

LESSON XXVIII.

FALSE SYNTAX.

RULE IX.

OBS. 1. Adverbs should not be used to qualify nouns.

* * His often infirmities rendered him impatient. He promised us a soon return. * *

OBS. 2. Adjectives should be applied to the nouns to which they properly belong.

* * He sold an old pair of shoes for twenty cents,

and a new pair of stockings for a dime. The box contains white ladies' gloves. He gave me an excellent bottle of wine. He met a devoted company of friends. He drank a strong cup of coffee. * *

OBS. 3. Double comparatives and superlatives are improper: and adjectives whose signification does not admit increase or diminution, ought not to be compared.

* * He is more better than Stephen. Solomon was the most wisest of ancient kings. Mary is the most loveliest of women. This is a most perfect specimen of cubic crystallization. Thomas's testimony was truer than John's. This opinion is more universal than its opposite. He always takes the extreme position. * . *

OBS. 4. When objects cannot be grouped together, or when they are separated by the word *other*, the superlative degree should not be used in comparing them.

* * She was the most amiable of all her children. Chimborazo is the highest mountain in Europe. He is the most liberal of all the others who contributed to that object. Virtue is the noblest of all other qualities in her character. * *

RULE X.

* * He delights too much in those sort of pleasures. We derive no profit from those kind of plays. The fence is twenty rod long. It was six fathom deep. * *

OBS. 1. The demonstrative *the* is prefixed to a common noun, when a particular thing is meant, but

it should not be used, when no particularity in the application of the term is to be marked. It is commonly placed before generic names of trees and brute animals, when the whole species is intended; and before nouns which have their meaning limited by a restrictive clause following them.

* * The water is the best agent that we can employ, for extinguishing the fire. He is a friend to whom I particularly referred in my last letter. An oak and a pine are among the most valuable trees of the forest. A horse is an animal of great use to man. He ordered all baggage which remained, to be sent by the railroad. Property which was bequeathed to him, has all been squandered. Benefits which he has conferred, have exceeded all our expectations. Passengers who sailed in that ship, were all lost at sea. He is the man of strict integrity. * *

OBS. 2. The definitives *little* and *few* receive the singular prefix, when they are used in their positive sense; and reject it, when they are used in their negative sense.

* * Though he is exceedingly poor, he can spare few dimes to relieve a sufferer. There are a few vices which so degrade the character of man, as drunkenness. We may dismiss all care; for there is a little reason to apprehend danger. Though greatly exhausted, he had little strength remaining. A few persons are more worthy to be prized, than the friends of our youth. * *

OBS. 3. The indeclinable word *means* takes singular or plural definitives, according to the sense.

* * He labored with industry, and by these means acquired wealth. He conducted with kindness and forbearance, and by this means preserved peace. * *

OBS. 4. When two things are contrasted, *this* refers to the nearest or last mentioned, and *that* to the farthest or first mentioned.

* * Exercise and temperance promote health: that prevents disease; this sometimes drives it away. A well furnished mind is more desirable than wealth: that may be taken from us; but of this we cannot be deprived. * *

RULE XI.

* * This is Stephens horse. My hat is better than Peters. The shoemakers shop is on the street. Marys shoes and Barnabas' stockings were stolen. * *

OBS. 1. In a compact phrase, the sign of the possessive is frequently removed from the substantive word to the end of the phrase.

* * The king's of England son was slain in that battle. The governor's of Virginia message is a well written document. The mayor's of Charleston carriage was overturned. * *

OBS. 2. The equivalent of the possessive, (see LESS. XXV,) is frequently preferable to the regular form; and in a series of possessives, neither form should be used exclusively.

* * Mount Vernon was General Washington, the Father of his country's residence. She is my uncle's brother's son's wife. The fire consumed the house of the son of the brother of my wife. * *

OBS. 3. The equivalent possessive, and the regular form, are not always identical in meaning ; and care should be taken to use that form which properly expresses the sense intended.

* * The Rev. Mr. Goodman will preach in our pulpit on the next day of the Lord, and on the day of the Lord following. The Lord's day will come as a thief in the night. The bill passed in the Representatives' house, but was rejected in the Senate. * *

OBS. 4. When two possessives, closely connected by a conjunction, are governed by the same noun, one possessive sign will serve for both of them, if common property is denoted.

* * William's and Mary's reign introduced important changes. Mason's and Dyer's duel was fatal to both combatants. Peter and John's shoes have been blacked. Mary and Susan's clothes were in the lost trunk. He acted in compliance with the parson, as well as the lawyer's advice. The father's, mother's, and brother's advice opposed the measure. * *

OBS. 5. An explanatory clause should not come between the possessive and the noun which governs it.

* * He followed his benefactor's, as he regarded him, judicious counsels. He rejected his enemy's, for such he considered him, insidious proposal. * *

OBS. 6. *Of* in the sense of *among*, sometimes precedes a possessive governed by a noun understood. The sense must determine when this is the proper construction.

* * This picture of General Washington, is a

beautiful portrait of Queen Elizabeth. This picture of General Washington's is the best likeness that was ever taken of that great man. This dress of Mary is the most costly that she wears. This son of my brother's is his only child. * *

OBS. 7. When the present participle is in substantive grade, it frequently takes a possessive before it.

* * My brother fainting on the way, caused the failure of him arriving in time. I am conscious of my memory failing. Great alarm was produced by the earth quaking, and the river ceasing to flow. * *

RULE XII.

OBS. 1. *Where* should not be used for *in which*; and *then*, *when*, and *while*, should not be used as nouns.

* * He wrote a large volume where he displayed extraordinary talent. He came home last week, and since then he has been confined to bed. He joined the army last April, since when he has been in five battles. Thomas will embark for Liverpool next Saturday, and in the mean while will be very busy in making preparation for his voyage. * *

OBS. 2. Adverbs should have that position which will most clearly and forcibly express the sense intended. They are placed for the most part before adjectives, and after verbs; and, in a combination of verbs, they frequently follow the first auxiliary. When they affect an entire sentence or clause, they often stand at the beginning. *Enough* follows the verb which it modifies.

* * He was thankful exceedingly. They nobly

behaved in that time of severe trial. He might have therefore proceeded on his journey with safety. Be kind always to the poor. Acknowledge only thy iniquity and it will be well with thee. Against thee, only thee, have I sinned. Only you have I known. He only gave a single dime to the sufferer. By generous contributions can such sufferings only be relieved. The building is enough spacious to accommodate the whole company. * *

OBS. 3. *Never so* should not be used for *ever so*.

* * Were he never so diligent, he could not accomplish the service required. He expended never so much wealth in that vain and foolish enterprise. * *

LESSON XXIX

FALSE SYNTAX.

RULE XIII.

* * William loves we. He and they we saw yesterday. Let thou and I labor to improve. She that deserves your censure, you should reprove. I have been commending thou. Ye only has he refrained from censuring. They, notwithstanding their ingratitude, he has pitied and relieved. Who do you expect? The man who he rescued from drowning, has recently died. She who you admire and love, has favored him and I with her company. Who have you been extolling so highly? * *

OBS. 1. An objective noun should be placed as near as possible to the verb which governs it.

* * Seek first, with assured confidence that your labor will receive its reward, the kingdom of God and his righteousness. Nothing so much perplexed, as this ungrateful conduct, the friend who was striving to benefit him. * *

OBS. 2. Intransitive verbs should not be followed by an objective case.

* * God repented him that he had made man. He enlarged himself on the calamities of the war. He could not agree the sentence with the rules of syntax. * *

OBS. 3. A word which is properly the object of a transitive verb, ought not to be put under the government of a preposition.

* * The father did not approve of the conduct of his son. The mystery does not admit of the explanation which you propose. I shall premise with a single remark. It is base to desert from a friend in time of need. He will not allow of it. They shall want for encouragement. A covetous man pursues after gain. * *

OBS. 4. When the present participle is preceded by a definitive, it generally loses its governing power, and requires the preposition *of* to follow it. If no definitive precedes, the preposition *of* should not follow. In applying this observation, the article *a* has the force of a definitive.

* * His counting the money employed him several

hours. He was employed several hours in counting of the money. My relieving the poor has been a source of happiness to myself. I have experienced much happiness in relieving of the poor. The suffering calamities with patience, is a proof of christian resignation. Christian resignation is displayed, in suffering of calamities with patience. * *

RULE XIV.

OBS. 1. A word which is properly an object of a doubly transitive verb, or its passive participle, ought not to be put under the government of a preposition.

* * They asked of him some questions. A few questions were asked at the witnesses. * *

RULE XV.

* * I saw him to commit that crime. We heard him to deliver that address. We felt the ground to tremble under our feet. They have made him to confess his fault. Let him to make the assault whenever he chooses. Bid him to come to the marriage. * *

RULE XVI.

* * To who will you give that pen? Will you go with him or I? Give honor to they to who it is due. Great friendship subsists between he and I. * *

OBS. 1. Prepositions ought in general to precede the words which they govern: but the relatives *that*, *than*, and *as*, do not admit a preposition before them.

* * Who do you speak to? Who are you angry with? This is the person who I am much concerned

for. The evils which we have long grieved over, are to be removed. The man who I lent the money to, has absconded. The house which I stopped at, has been plundered. * *

OBS. 2. A preposition with the word or phrase which it governs, should be placed as near as possible to the word on which it is dependent.

* * Beyond this period, the arts cannot be traced, of civil society. I cannot refrain, though many considerations urge me to be silent, from expressing my views on this subject. He evinced much gratitude, though all his expressions were unheeded, for the favors bestowed. * *

OBS. 3. To make the same word serve as the object of a transitive verb, and of a preposition; is generally inelegant.

* * He was much pleased with, and diligently studied the book which his father gave him. He earnestly desired, and perseveringly labored for mental improvement. He was afraid of, and wished to shun them. * *

RULE XIX.

OBS. 1. The infinitive is never governed by a preposition expressed, except *about*.

* * I went for to see the elephant. He sent me for to buy meat in market. Make a fire for to warm the room. He took an expensive journey for to see the Falls of Niagara. I have a great desire for to succeed in this undertaking. She is making great preparation for to receive them. * *

LESSON XXX.

FALSE SYNTAX.

RULE XX.

OBS. 1. Intransitive verbs do not in general admit a passive voice.

* * The flow of his benevolence was entirely ceased. The soldiers were deserted from the army. Your friend was entered into the conspiracy before I saw him. At our last interview, he was just returned from a voyage to Europe. * *

For exceptions to this Observation, see Observation in §77.

RULE XXI.

OBS. 1. The past tense should never be used in combination with the verb *have*, instead of the perfect participle: and the perfect participle should not be used to make an affirmation, unless the verb *have* precedes it.

* * He done it. He has spoke eloquently. We have wrote the letters. The countryman seen a strange sight. He come home yesterday. They have stole our property. He run a great risk. He begun well. I have ran a mile. He has began the task assigned. * *

RULE XXII.

* * We can to answer the questions. They must not to proceed so hastily. They dare not to make the attempt. You need not to suffer any uneasiness on my account. * *

RULE XXIII.

* * My friend, him at whose house I was so kindly entertained, has been recently killed. The lady, her whose singing has been so much admired, has lost her voice. He gave the apples to Thomas, he who met us in the street last evening. * *

OBS. 1. Words which are in constructive apposition, should agree in case.

* * It was me whom they traduced. No one supposed it to be he. I suspect it was them who perpetrated the deed. I suppose it to be they, who brought the report. It appears to have been her, whose beauty was so much admired. Who do you think it to be? Whom shall I say that he is? I know not whom it is that he intends. * *

OBS. 2. When a proper name and a title are in apposition, it is not usual for either the plural or the possessive sign to be affixed to both: but the choice to which of them it shall be affixed, cannot in all cases be directed by well established rule. The following models may be imitated: The Misses Brown; the Mrs. Browns; the two Miss Browns; at Brown the bookseller's; at Brown's the bookseller; at Brown the bookseller's house; at Brown's the bookseller and stationer.

* * The Misses Thompsons attended the party. The two Misses Smiths are very amiable young ladies. The Mrss. Thorntons have accompanied their husbands. The coffee was bought at Lyman's the

grocer's. The box was left at Peterson's, the painter's house. The leather came from Price's, the tanner's and currier's. * *

OBS. 3. The word which answers a question, should agree in case with the word which asks it.

* * Who revealed the secret? Not her. To whom was it told? Not I, nor he. Who relieved that poor family in distress? My mother and me. * *

LESSON XXXI

FALSE SYNTAX.

RULE XXIV.

* * The hen provides for its young. That little boy is delighted with its amusements. The tree is known by his fruit. The winter has stripped the forest of their verdure. Thou, Lord, preservest me; and his grace is sufficient for me. * *

OBS. 1. When words of different persons are connected by a conjunction, it is usual to place the second person first, and the first person last.

* * I and he justly deserve the prize. He, I, and you, are the persons who must account for this failure. I or John will do it. * *

OBS. 2. When a relative is the nominative of a verb, the verb must agree in number and person with the antecedent of the relative.

* * They who seeketh wisdom, will certainly find it. Those who loveth strife, must suffer its sad effects. She that liveth in pleasure, is dead while she liveth. Thou who in youth reviled the aged, art now in old age despised by the young. * *

OBS. 3. *Who* should not be applied to inanimate things, irrational animals, or very young children. *Which* should not be applied to persons, unless it is used to distinguish one or more persons from the rest of the company present, or just spoken of. In this case it never has an antecedent. *That* should be used instead of *who* or *which*, when the antecedent consists of both persons and things: and it is preferred, when its use prevents an unpleasant repetition of *who* or *which*; also when it follows the word *same*, or an adjective in the superlative degree.

* * Our Father which art in heaven, grant the requests of thy children. They which are persecuted for Christ's sake, will be rewarded with life eternal. The lion who reigned in that forest, has been slain. The car has brought the prisoners and baggage, which was taken in that battle. This is the same man who delivered a lecture last week on geology. It is the best remedy which has ever been used for dropsy. The villain who killed the beggar who asked his charity, has been cast into prison. The box which contained the treasure which was designed for our relief, fell into the hands of the enemy. * *

OBS. 4. To prevent ambiguity, the relative with the clause which it introduces, should be placed as near as possible to its antecedent.

* * That miser relieved the wants of his poor neighbor, who had never before performed so generous a deed. The rescued maid gratefully acknowledged the kindness of her valiant deliverer, who trembled while she spoke. * * *

OBS 5. When the relative is preceded by two nominatives of different person, it should agree with the nearest; and hence its position should be determined by the sense.

* * I am the man who command you. Thou art the benefactor who hast often relieved my distresses. Thou shalt henceforth be my only Lord and Master, who gave thy life for my redemption. * *

OBS. 6. The relative *who*, when preceded by the conjunction *than*, is put in the objective case.

* * Job, than who a more illustrious example of patience never lived, uttered sad complaints. Milton, than who a greater poet never appeared, was totally blind. * *

SPECIAL RULE I.

* * The people manifested great dislike of its rulers. A troop of horse made their appearance. The meeting differed much in its sentiments. The crowd was genteel in its appearance, and conducted itself with great propriety. The party have greatly increased the number of their members. Mankind is more united by the bonds of friendship at present, than it was formerly. The country has been ruined by the folly of their rulers. The crowd were so

large, that they filled the spacious room. The grove attracted us by their verdure and shade. The company, by its dissensions, became enraged and lost all self-respect. * *

SPECIAL RULE II.

* * Robert and Stephen are attentive to his studies. Piety and virtue cannot fail to produce its proper fruits. She and I are engaged in their lawful occupation. You and he should use their best effort to settle this controversy. My brother, my sister, and I, have all received proofs of his father's approbation. Henry and Stephen are the best children of his father. Jane and her sister are obedient to her mother. He has long practised fraud and falsehood, and he is now suffering its natural effects. James, thou, and I, are attached to their country. While you are playing, my brother and I are attentive to their studies. She and I devote their leisure to study. Thou, he, and I, have many inducements to make good use of their time. * *

SPECIAL RULE III.

* * James or Henry has neglected their duty. Mary or Susan will bring with them the promised present. Either the father or the son has disgraced themselves by this transaction. * *

LESSON XXXII.

FALSE SYNTAX.

RULE XXV.

OBS. 1. Conjunctions connect the same cases of nouns and pronouns.

* * Him and I went together. Between him and I a warm friendship has always subsisted. James and me have kept the secret entrusted to us. We have always respected James and she. * *

OBS. 2. When predicates of the same subject are dissimilar in construction, the nominative should in general be repeated. This observation applies when one predicate is negative, and the other affirmative.

* * Peace is very desirable; but may be bought at too great a price. He is not learned, but appears to be amiable. He brings good news; but does not obtain for it a cordial reception. The land is fertile, but is not well cultivated. He has long followed bad counsels, and is now convinced of his folly. * *

RULE XXVI.

OBS. 1. Care should be taken to use such Conjunctions as correspond to each other, and appropriately express the sense:

Neither requires *nor* after it.

Though requires *yet*.

Whether requires *or*.

Either requires *or*.

As requires *as*, expressing equality.

So requires *as*, with a negative expressing inequality.

As requires *so* in inverted comparison, when, in the natural order, the comparison would be made by *as* alone.

So requires *that* expressing consequence.

Not only requires *but also*.

If requires *then* in reasoning.

* * Neither he or I can perform a task so hard. As the stars, shall thy seed be. [In the natural order, Thy seed shall be as the stars.] He is so much respected as his brother. She is not as beautiful as her sister. The lesson is so difficult as I cannot learn it. Though he has labored to prove his innocence, but he has not succeeded. * *

OBS. 2. The comparative degree, and the word *other*, require *than* after them.

* * He is better as I. He is more learned above his fellows. No other method but this, receives his approbation. He made no other request except this. * *

OBS. 3. *Superior* and *inferior* are not in the comparative degree, and therefore are not construed with *than*.

* * This poem is superior than any other of that author. Than this no superior can be found. No inferior rank than this can be conceived. * *

RULE XXIX.

OBS. 1. Compound relatives have commonly no antecedent expressed.

* * Whoever is in need, he may receive the proffered bounty. Whatever his necessities require, it will be cheerfully bestowed. Whatever is justly due, it shall be paid. * *

RULE XXX.

* * His mother is a discreet lady, and his mother is a pious lady. He is energetic in all his actions, and he is cautious in all his actions. He spoke freely on the subject, and he spoke eloquently on the subject. May the God we adore, lift on us the light of his countenance. Great poverty and wealth are extremes alike unfavorable to virtue. He sent me the books and the papers which he promised. He has a house and a garden in the country. Such conduct is contrary to the laws of God, and to the laws of man. This is the man whom we met, and whom we invited to our house. He regards his word, but thou dost not regard it. They must be punished, and they shall be punished. He has a spacious house, and tract of land. He has been rewarded with much wealth and honors. I pursued who wished to be overtaken. Sinners love who love them. His pity and contempt were equally disregarded. His promises and threatenings were alike unheeded. * *

Obs. 1. One singular prefix may serve for two or more nouns, if they denote the same individual: unless an emphatic distinction is signified. The prefix is commonly repeated, when different individuals are denoted.

* * That man is a patriot and a christian. He is a parson and drunkard. She is a better seamstress, than a poetess. She gave me a round and square plate of silver. We admire the mingling of colors in a red and a white rose. * *

OBS. 2. One demonstrative may serve for two or more nouns which denote the same individual: unless emphatic distinction is signified. But when different individuals are denoted, the repetition of the demonstrative is frequently necessary.

* * That patriot and that statesman rendered valuable services to his country. That great and that good man deserves the highest praise. She became the grief and the reproach of her family. He is the father and oppressor of the family. He is the brightest genius and basest knave of the age. The proud master and obedient slave journeyed together. * *

OBS. 3. A transitive verb should have its proper object expressed in the sentence.

* * They readily ingratiate with the young and thoughtless. We ought to disengage from the world by degrees. * *

LESSON XXXIII.

FALSE SYNTAX.

GENERAL OBSERVATIONS.

OBS. 1. All the parts of a sentence should correspond to each other; and a regular and dependent construction throughout should be carefully preserved.

* * Thou shouldst honor your father and mother. Wisdom lifts up its voice; she crieth in the streets. He fears and obeyeth the Lord. * *

OBS. 2. When a word or phrase refers equally to two different parts of a sentence, care should be taken that it may be properly construed with each of them. When this cannot be conveniently effected, let the first member be completed correctly; and let such ellipses be allowed in the second, as the mind can readily supply.

* * He was more beloved, but not so much admired, as Cinthio. This obedient son always has, and always will honor his parents. The work has already, or will soon be completed. This dedication may serve for almost any book that has, or ever shall be published. This book is as old, or even older than the city. This road is preferable and shorter than the other. He either has, or will receive the prize. He acted suitably and consistently with his profession. He contrives better; but does not execute so well as his brother. * *

OBS. 3. Care should be taken to use the proper words, or forms of words, for denoting the distinctions of gender and number. The singular prefix should not be used before a generic noun, unless for the purpose of marking a particular sort or degree of the kind or quality denoted by the noun.

* * She is my mother's nephew. Mr. Steel has been a widow four years. He discoursed concerning the foxes and oxes of the country. He resisted with a firmness, though the temptation to yield was almost overpowering. He displayed firmness which was extraordinary in a person so young and inexperienced. Moral qualities distinguish a man from all other animals that inhabit the earth. A fire has the property of consuming wood. * *

OBS. 4. Two negatives in English destroy one another, or are equivalent to an affirmative.

* * Let not that evil day never come. Neither he nor I was not censurable for this failure. I was not engaged in that business, neither yesterday, nor at any preceding time. It is not possible, neither here, nor at any other place. * *

OBS. 5. In the use of prepositions, a regard for the governed word will often assist in selecting those which are most appropriate.

In is used before countries, large cities, and the name of a street in a city: *at* is used before small towns and single houses. *To* is used after verbs of motion; but it is omitted before *home*.

* * He was last year at France, but he is now at

England. Thomas lives at London. The Mayor resides at Mulberry Street, in number 215. He was in home when I called to see him. She went to home from the market. He was to Richmond after the battle. * *

Obs. 6. Some words require to be followed by appropriate prepositions: as,

Accord <i>with</i> .	Free <i>from</i> .
Accuse <i>of</i> .	Independent <i>of</i> or <i>on</i> .
Acquit <i>of</i> .	Insist <i>on</i> or <i>upon</i> .
Adapted <i>to</i> .	Married <i>to</i> .
Agreeable <i>to</i> .	Necessity <i>for</i> .
Averse <i>to</i> , sometimes <i>from</i> .	Need <i>of</i> .
Believe <i>in</i> , sometimes <i>on</i> .	Prejudice <i>against</i> .
Bestow <i>on</i> or <i>upon</i> .	Prevail (persuade) <i>with</i> ,
Boast <i>of</i> , or without a preposition.	<i>on</i> or <i>upon</i> ; (overcome) <i>over</i> or <i>against</i> .
Comply <i>with</i> .	Profit <i>by</i> .
Confide <i>in</i> .	Regard <i>to</i> , <i>for</i> .
Consonant <i>to</i> , sometimes <i>with</i> .	Replete <i>with</i> .
Dependent <i>on</i> , or <i>upon</i> .	Resemblance <i>to</i> .
Derogate <i>from</i> .	Resolve <i>on</i> .
Derogatory <i>to</i> .	Rule <i>over</i> .
Different <i>from</i> .	Sick <i>of</i> .
Difficulty <i>in</i> .	Swerve <i>from</i> .
Dissent <i>from</i> .	Think <i>of</i> , <i>on</i> .
Equal <i>to</i> , <i>with</i> .	True <i>to</i> .
Expert <i>in</i> , <i>at</i> .	Wait (serve) <i>on</i> or <i>upon</i> ; (tarry) <i>for</i> .

In general a noun requires the same preposition as the verb or adjective from which it is derived; and when a noun or adjective is derived from a transitive

verb, the word which would have been the object of the verb, is commonly preceded by *of*.

In many cases, the preposition which ought to be used, is determined, partly by the word on which it is dependent, and partly by the word which it governs. The relation between these words should be duly expressed; and for this purpose the proper meaning of the several prepositions must be studied, and the usage of good writers observed. The following examples will show how the same word may be followed by different prepositions, expressing different relations to the governed words.

Abide *in* a place; *with* a companion.

Accommodate *to* circumstances; *with* benefits.

Ask *of* a person; *for* a thing.

Betray *to* a person; *into* a thing.

Call *on* a person; *at* a house; *for* a companion.

Charge a person *with* a crime; an act *on* the agent.

Compare *with* to discover agreement; *to* for the sake of illustration.

Conversant *with* men; *in* things.

Copy *from* a thing its figure; *after* a person his manners.

Die *of* disease; *by* violence.

Disappointed *in* what has been acquired; *of* what was expected.

Engaged *in* a work; *for* a time.

Familiar *with* a thing known; *to* a person knowing.

Glad *of* something gained by ourselves; *at* something that befalls another.

Go *from* a place left; *towards* a place approached; *to* a place reached; *into* a place entered; *in* a vehicle; *on* foot; *with* a companion; *for* an object to be gained.

Incorporated *with* other ingredients; *into* a mass.

Indulge *with* what is not habitual; *in* what is habitual.

Inquire *of* a person who can tell; *for* a thing to be obtained; *after* what is to be traced out; *into* what requires searching.

Intrude *into* an enclosed place; *upon* what is not enclosed.

Protect (others) *from*; (ourselves) *against*.

Provide *for* a friend; *with* the thing needed.

Reconciled *to* what was unfriendly; *with* what seemed inconsistent.

Reduce *under* authority; *to* another form or condition.

Sink *into* what encloses; *beneath* what remains above.

Taste *for* what would yield enjoyment; *of* what is actually enjoyed.

Tax *with* a crime; *for* a revenue to the state.

United *to* what becomes enlarged; *with* what becomes blended.

Vest *in* the thing possessed; *with* the possessor.

* * She found great difficulty of reading. He accused his friend for having deceived him. It was entrusted to a servant on whom he could confide. There was no water, and he died for thirst. She has profited from good advice. This declaration is found-

ed in truth. This particular act was conformable with his general plan. There is much need for sympathy in her condition. He died of the sword. I hope I do not intrude into you. Is that picture a copy after nature? He has never been reconciled with his lot. The testimony which he gave, cannot be reconciled to that of the other witnesses. She endeavored to prevail over her mother to grant her this indulgence. He is not familiar to the rules of this art. His countenance has become quite familiar with us. All his fortune was vested with bank stock. He is more conversant in books, than in men. * *

OBS. 7. In the use of words and phrases which in point of time relate to each other, a due regard to that relation should be observed.

This general observation, which extends to a great variety of cases, may be practically applied to many of them, by attending to the following directions.

(1.) Use the present tense to affirm what is true at all times; or to describe a future event, the time of which is relatively fixed by the conjunctive adverbs *when, till, before, as soon as, after*.

* * It is invariably true that honesty was the best policy. We firmly believe that the Bible was the word of God. When he came, we will receive him gladly. We shall be impatient until he arrive. * *

(2.) Use the past tense without an auxiliary verb, to refer to a period of time fully past.

* * He has written the letter yesterday. We have completed our journey last week. He has acquired great wealth last summer. * *

(3.) To describe an action performed within a period of time extending to the present, use the present tense of *have* with the perfect participle.

* * He studied hard to-day. Before the day ends, he will finish the task which he labored to accomplish. Since breakfast I was wholly occupied in my necessary duties. * *

(4.) To denote an action completed at some past time, use the past tense *had* with the perfect participle.

* * He finished the letter when the servant called for it. Peter escaped from the prison, when the officer came to take him out. * *

(5.) The infinitive mood is used without an auxiliary, when it denotes an action not completed at the time referred to by the governing verb: but to denote an action completed at the time of the governing verb, the infinitive *have* is used, followed by the perfect participle.

* * He desired to have spoken, but was prevented by the uproar. He traveled far to have accomplished his purpose, and he has succeeded. He was much gratified to finish the work, before the publisher called for it. He promised to have performed the service before the time appointed. He claimed to perform the service before the time appointed. I will

have dined at the hotel to-morrow. I shall dine when the stage calls for me. * *

(6.) When different clauses of a sentence refer to the same time, their verbs should agree in tense.

* * He^{is} will not come that he might receive the favor promised. He labors that he might receive the reward. He labored that he may receive the reward. I fear that he would die. I feared that he will die. He promises that he would pay the debt. He promised that he will pay the debt. * *

(7.) The verb *should*, when expressing present obligation, may correspond to a verb of the present tense, in another clause of the sentence.

* * He should control his passions, that he might enjoy mental tranquility. Rulers should restrain vice, that the people might live in peace. * *

(8.) When doubt and futurity are both implied, the contingent future is used; but it should not be used, unless both are implied. It is proper after *lest* or *that* following a command.

* * If he succeeds, he will acquire great wealth. If his opinion be correct, we are greatly mistaken. Take heed lest thou fallest into a fatal snare. Take care that thou speakest not unadvisedly. If the morning is bright, we shall proceed on our journey. If he think as he speaks, he does not deserve to be accounted wise. If thou come in peace, thou art welcome to my heart. If thou comest in peace, thou shalt be received with a cordial welcome. * *

(9.) *Had*, in connection with *rather*, is sometimes improperly used instead of *would*.

* * They had much rather be idle, than spend their time profitably. We had rather suffer the evils of poverty, than acquire wealth by dishonest means. * *

LESSON XXXIV

CONJUGATION OF VERBS.

115. The Conjugation of a verb has been defined, "the regular combination and arrangement of its several numbers, persons, moods, and tenses."

The combinations *have loved*, *had loved*, *shall* or *will love*, *shall have loved*, *may* or *can love*, &c., are expressed in Latin by single words: and English grammars conforming to those of the Latin language, have treated these combinations as if they were single verbs. Several disadvantages have arisen from this method of instruction. The attention of the student has not been directed to the elementary words which form these combinations; and, in consequence, he remains ignorant of their proper meaning and force. He does not learn to discriminate between the shades of meaning which our language is capable of expressing, by the variety of its auxiliary verbs; and he often finds perplexing difficulty, in reconciling

the tenses of these combinations, with the definitions of the tenses, given in his grammar.

The combination *have loved* is called the perfect tense; and this tense is thus defined: "The perfect tense not only refers to what is past, but also conveys an allusion to the present time." Here two times are denoted; and our language, in beautiful accordance with nature, employs two words to denote them. *Have*, which is in the present tense, makes reference to present time; and *loved*, which is a perfect participle, makes reference to past time. The separate parsing of these words, as taught in the foregoing lessons, brings to view this harmony of our language with nature: but it is unperceived by those who confine their studies to such combinations of verbs as agree with the Latin idiom.

The combination *had loved* is said to be in the pluperfect tense; and this tense is thus defined: "The Pluperfect Tense represents a thing, not only as past, but also as prior to some other point of time specified in the sentence." Here, again, two times are denoted; and our language employs two words to denote them. *Had*, which is in the past tense, denotes a time past; and *loved*, which is a perfect participle, implies a time prior, by describing the action as then completed. This agreement of the language with nature, must remain unperceived, while the attention is directed exclusively to the combination as a whole.

In the sentence, If he had-come, our happiness would-have-been complete, the combined verbs in

both clauses, are said to be in the pluperfect tense; but they do not conform to the definition of the pluperfect tense quoted in the last paragraph. Neither of them denotes a time prior to another past time specified in the sentence. *Had* is properly the subnegative present, and implies negation, without any reference of its own to past time. Combined with the perfect participle *come*, this word directs to past time, and the combination unites implied negation with past time: that is, it forms a subnegative past tense. So, in the other clause, *would* is the subnegative present, implying negation, without any reference of its own to past time: *have* is the construct infinitive, used to introduce the perfect participle *been*, which is the only word denoting past time. The combination, by uniting implied negation with past time, forms a subnegative past tense. The implication is, that he did not come; and that, in consequence, our happiness was not complete. The idea of *consequence* is conveyed by the word *would*, which is the subnegative of *will*, denoting the internal disposition or tendency of its subject, *our happiness*, to become *complete*.

Shall or *will* *love* is called the future tense: but it frequently happens that combinations of this form have no reference to future time. The following sentences may serve as examples: Ye *will* not come to me, that ye may have life. I have been laboring for six months to teach him, but he *will* not learn. In parsing the words separately, *will* is in the present tense, and simply brings before the mind what it

affirms of its subject. The words *come* and *learn* combined with *will*, are construct infinitives, denoting action without any necessary reference to its time or state. Thus parsed, the words agree perfectly with the sense intended.

May or *can love* is called the present tense of the potential mood; but this combination as frequently refers to future action, as the combination *shall* or *will love*. We say, I will go to-morrow, and I may go again next summer. Here *may go* is more remotely future than *will go*. By this example, the incongruity of calling one combination future, and the other present, is rendered manifest. It happens in both cases, that the action denoted by the word *go*, when parsed separately, is future: but its futurity is determined by the words *to-morrow* and *next summer*, rather than by the word itself, which is in the construct infinitive, and denotes action without any necessary reference to its time or state. It very commonly falls to the lot of the infinitive, to be used for an action now commencing, or hereafter to be commenced: and we might infer that future action is denoted by *go*, apart from its connexion with the words *to-morrow* and *next summer*; because the auxiliaries *will* and *may* which precede it, are prospective in their signification: but the union of the words *to-morrow* and *next summer*, determines the matter beyond doubt.

The combination *might*, *could*, *would*, or *should love*, is said to be in the imperfect tense, and this tense is

thus defined: "The Imperfect Tense represents the action or event, either as past and finished, or as remaining unfinished at a certain time past." But combinations of this form are very frequently used, when no possible reference to past time can be found. The following sentences may serve as examples: He would weep, if he were made acquainted with our distresses. He would aid, if he could. When the words in these combinations are parsed separately, *would* is in the subnegative present tense, and the words *weep* and *aid* are construct infinitives. No reference whatever is found to past time.

Our grammars place *would* and *should* among the auxiliaries of the potential mood, in its imperfect and pluperfect tenses; and they might, with equal propriety, put *will* and *shall* among its auxiliaries in the present and perfect tenses. These auxiliaries, like all those which have already been assigned to the potential mood, are prospective in their signification: and consequently their tense has reference to an earlier time, than that of the action which they have in prospect.

When *have* and the perfect participle are combined, they describe an action or event as completed at the time to which the verb *have* refers. When *have* refers to the present time, the combination denotes, that the action or event is now completed; and it might denote an action or event completed in a period of time fully past, were it not that we have another form of speech to denote the past tense. Hence,

when the present tense of the auxiliary is used, the time of the action or event is, according to the idiom of our language, confined to a period not yet fully past. But when the past tense *had*, or the infinitive *to have*, is used in the combination, the meaning suffers no such restriction; because there is no other mode of expression to limit its extent. We say, I have gone to-day, without any conflict with the past tense *went*, because to-day is not fully past. But if we say, I have gone yesterday, the past tense presents a claim to be preferred for expressing the meaning: and usage has yielded to its claim. But we say, I arrived yesterday, and found that he had gone the day before; or, He is supposed to have gone the day before yesterday. In these cases the past tense cannot present a claim for preference.

As the combination *I have gone* would serve for all past time, if it did not conflict with the past tense *went*; so the subnegative, *O that I had gone*, serves for all past time. Here there is no conflict of claims; and we may say, *O that I had gone to-day*, or *O that I had gone last year*.

The verb *ought*, and the auxiliaries *might*, *could*, *would*, and *should*, have no perfect participle, and therefore do not admit the auxiliary *have* before them. On this account, the auxiliary *have* is put after them in the infinitive mood, whenever it becomes necessary to combine implied negation with past time: as, He *ought to have* embraced that opportunity; but he foolishly permitted it to pass. — He

might have reached home in time; but he failed, because he loitered on the way. — In these sentences, the verbs *ought* and *might* are in the subnegative present tense, and contain the implied negation; and the past time is denoted by the perfect participles *embraced* and *reached*, which follow the auxiliary *have*.

Although the best method of parsing requires, that auxiliary verbs, and the infinitives or participles with which they may be combined, should be taken separately; yet it is important, in the analysis of sentences, to study verbs in their combinations, as well as in their simple forms. These combinations are formed according to the 20th, 21st, and 22d Rules of Syntax; and may be learned from the subjoined Conjugation of the verb *Love*.

CONJUGATION OF THE VERB LOVE.

ACTIVE VOICE.

IMPERATIVE MOOD. Love.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I love,	We love,
2. Thou lovest,	Ye or you love,
3. He, she or it loveth or loves.	They love.

PAST TENSE.

1. I loved,	We loved,
2. Thou lovedst,	Ye or you loved,
3. He, she, or it loved,	They loved.

PERFECT TENSE.

- | | |
|-------------------------------------|------------------------------|
| 1. I have loved, | We have loved, |
| 2. Thou hast loved, | Ye <i>or</i> you have loved, |
| 3. He, she, <i>or</i> it has loved, | They have loved. |

PLUPERFECT TENSE.

- | | |
|-------------------------------------|-----------------------------|
| 1. I had loved, | We had loved, |
| 2. Thou hadst loved, | Ye <i>or</i> you had loved, |
| 3. He, she, <i>or</i> it had loved, | They had loved. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|--|--------------------------------|
| 1. O that I loved, | O that we loved, |
| 2. O that thou lovedst, | O that ye <i>or</i> you loved, |
| 3. O that he, she, <i>or</i> it loved, | O that they loved. |

SUBNEGATIVE PAST TENSE.

- | | |
|--|------------------------------------|
| 1. O that I had loved, | O that we had loved, |
| 2. O that thou hadst loved, | O that ye <i>or</i> you had loved, |
| 3. O that he, she, <i>or</i> it had loved, | O that they had loved. |

CONTINGENT FUTURE TENSE.

- | | |
|-----------------------------------|---------------------------|
| 1. If I love, | If we love, |
| 2. If thou love, | If ye <i>or</i> you love, |
| 3. If he, she, <i>or</i> it love, | If they love. |

INDICATIVE MOOD EMPHATIC.

PRESENT TENSE.

- | | |
|--|---------------------------|
| 1. I do love, | We do love, |
| 2. Thou dost love; | Ye <i>or</i> you do love, |
| 3. He, she, <i>or</i> it doth <i>or</i> does love, | They do love. |

PAST TENSE.

- | | |
|------------------------------------|----------------------------|
| 1. I did love, | We did love, |
| 2. Thou didst love, | Ye <i>or</i> you did love, |
| 3. He, she, <i>or</i> it did love, | They did love. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|---------------------------------|-----------------------------------|
| 1. O that I did love, | O that we did love, |
| 2. O that thou didst love, | O that ye <i>or</i> you did love, |
| 3. O that he, she, <i>or</i> it | O that they did love. |
- did love,

POTENTIAL OR PROSPECTIVE MOOD.

PRESENT TENSE.

- | | |
|------------------------------------|----------------------------------|
| 1. I may, can, will, shall, | We may, can, will, shall, |
| <i>or</i> must love, | <i>or</i> must love, |
| 2. Thou mayst, canst, | Ye <i>or</i> you may, can, will, |
| wilt, shalt, <i>or</i> must | shall, <i>or</i> must love, |
| love, | |
| 3. He, she, <i>or</i> it may, can, | They may, can, will, shall, |
| will, shall, <i>or</i> must | <i>or</i> must love. |
| love, | |

PAST TENSE.

- | | |
|---------------------------------|--------------------------------|
| 1. I might, could, would, | We might, could, would, |
| should, <i>or</i> must love, | should, <i>or</i> must love. |
| 2. Thou mightst, couldst, | Ye <i>or</i> you might, could, |
| wouldst, shouldst, <i>or</i> | would, should, <i>or</i> must |
| must love, | love, |
| 3. He, she, <i>or</i> it might, | They might, could, would, |
| could, would, should, | should, <i>or</i> must love. |
| <i>or</i> must love, | |

PERFECT TENSE.

- | | |
|---|--|
| 1. I may, can, will, shall,
or must have loved, | We may, can, will, shall,
or must have loved, |
| 2. Thou mayst, canst,
wilt, shalt, or must
have loved, | Ye or you may, can, will,
shall, or must have
loved, |
| 3. He, she, or it may, can,
will, shall, or must,
have loved, | They may, can, will, shall,
or must have loved. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|--|--|
| 1. I might, could, would,
or should love, <i>if</i> , | We might, could, would,
or should love, <i>if</i> , |
| 2. Thou mightst, couldst,
wouldst, or shouldst,
love, <i>if</i> , | Ye or you might, could,
would, or should love <i>if</i> , |
| 3. He, she, or it might,
could, would, or
should love, <i>if</i> , | They might, could, would,
or should love, <i>if</i> . |

SUBNEGATIVE PAST TENSE.

- | | |
|--|--|
| 1. I might, could, would,
or should have loved,
<i>if</i> , | We might, could, would,
or should have loved,
<i>if</i> , |
| 2. Thou mightst, couldst,
wouldst, or shouldst
have loved, <i>if</i> , | Ye or you might, could,
would, or should have
loved, <i>if</i> , |
| 3. He, she, or it might,
could, would, or
should have loved, <i>if</i> , | They might, could, would,
or should have loved, <i>if</i> . |

INFINITIVE MOOD.

PRESENT TENSE. To love. PERFECT TENSE. To have
loved.

PARTICIPLES.

PERFECT, Loved. COMPOUND PERFECT, Having loved.

ACTIVE VOICE PROGRESSIVE.

IMPERATIVE MOOD, Be loving.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|------------------------------|-----------------------|
| 1. I am loving,* | We are loving, |
| 2. Thou art loving, | Ye or you are loving, |
| 3. He, she, or it is loving, | They are loving. |

PAST TENSE.

- | | |
|------------------------------------|------------------------|
| 1. I was loving, | We were loving, |
| 2. Thou wast loving, | Ye or you were loving, |
| 3. He, she, or it was lov-
ing, | They were loving. |

PERFECT TENSE.

- | | |
|---------------------------------------|----------------------------------|
| 1. I have been loving, | We have been loving, |
| 2. Thou hast been lov-
ing, | Ye or you have been lov-
ing, |
| 3. He, she, or it has been
loving, | They have been loving. |

*The participle *loving* serves to show the form of the progressive voice; but the sense peculiar to this voice, is better expressed by many other participles, especially such as signify mechanical action.

PLUPERFECT TENSE.

- | | |
|--|--|
| 1. I had been loving, | We had been loving, |
| 2. Thou hadst been lov-
ing, | Ye <i>or</i> you had been lov-
ing, |
| 3. He, she, <i>or</i> it had been
loving, | They had been loving. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|---|---|
| 1. O that I were loving, | O that we were loving, |
| 2. O that thou wert lov-
ing, | O that ye <i>or</i> you were lov-
ing, |
| 3. O that he, she, <i>or</i> it
were loving, | O that they were loving. |

SUBNEGATIVE PAST TENSE.

- | | |
|---|---|
| 1. O that I had been lov-
ing, | O that we had been lov-
ing, |
| 2. O that thou hadst been
loving, | O that ye <i>or</i> you had been
loving, |
| 3. O that he, she, <i>or</i> it
had been loving, | O that they had been lov-
ing. |

CONTINGENT FUTURE TENSE.

- | | |
|---|--------------------------------|
| 1. If I be loving, | If we be loving, |
| 2. If thou be loving, | If ye <i>or</i> you be loving, |
| 3. If he, she, <i>or</i> it be lov-
ing, | If they be loving. |

POTENTIAL OR PROSPECTIVE MOOD.

PRESENT TENSE.

- | | |
|--|--|
| 1. I may, can, will, shall,
<i>or</i> must be loving, | We may, can, will, shall,
<i>or</i> must be loving, |
|--|--|

- | | |
|-------------------------------|----------------------------------|
| 2. Thou mayst, canst, | Ye or you may, can, will, |
| wilt, shalt, <i>or</i> must | shall, <i>or</i> must be loving, |
| be loving, | |
| 3. He, she, <i>or</i> it may, | They may, can, will, shall, |
| can, will, shall, <i>or</i> | <i>or</i> must be loving. |
| must be loving, | |

PAST TENSE.

- | | |
|---------------------------------|--------------------------------|
| 1. I might, could, would, | We might, could, would, |
| should, <i>or</i> must be | should, <i>or</i> must be lov- |
| loving, | ing, |
| 2. Thou mightst, couldst, | Ye or you might, could, |
| wouldst, shouldst, <i>or</i> | would, should, <i>or</i> must |
| must be loving, | be loving, |
| 3. He, she, <i>or</i> it might, | They might, could, would, |
| could, would, should, | should, <i>or</i> must be lov- |
| <i>or</i> must be loving, | ing. |

PERFECT TENSE.

- | | |
|------------------------------------|---------------------------------|
| 1. I may, can, will, shall, | We may, can, will, shall, |
| <i>or</i> must have been | <i>or</i> must have been lov- |
| loving, | ing, |
| 2. Thou mayst, canst, | Ye or you may, can, will, |
| wilt, shalt, <i>or</i> must | shall, <i>or</i> must have been |
| have been loving, | loving, |
| 3. He, she, <i>or</i> it may, can, | They may, can, will, shall, |
| will, shall, <i>or</i> must | <i>or</i> must have been lov- |
| have been loving, | ing. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|-----------------------------|---|
| 1. I might, could, would, | We might, could, would, |
| <i>or</i> should be loving, | <i>or</i> should be loving, <i>if</i> , |
| <i>if</i> , | |

2. Thou mightst, couldst, Ye *or* you might, could,
 wouldst, *or* shouldst would, *or* should be lov-
 be loving, *if*, ing, *if*,
 3. He, she, *or* it might, They might, could, would,
 could, would, *or* *or* should be loving, *if*.
 should be loving, *if*,

SUBNEGATIVE PAST TENSE.

1. I might, could, would, We might, could, would,
 or should have been *or* should have been lov-
 loving, *if*, ing, *if*,
 2. Thou mightst, couldst, Ye *or* you might, could,
 wouldst, *or* shouldst would, *or* should have
 have been loving, *if*, been loving, *if*,
 3. He, she, *or* it might, They might, could, would,
 could, would, *or* *or* should have been lov-
 should have been ing, *if*.
 loving, *if*,

INFINITIVE MOOD.

PRESENT TENSE, To be loving.

PERFECT TENSE, To have been loving.

PARTICIPLES.

PRESENT, Loving.

COMPOUND PERFECT, Having been loving.

PASSIVE VOICE.

IMPERATIVE MOOD, Be loved.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

1. I am loved,

We are loved,

2. Thou art loved, Ye *or* you are loved,
 3. He, she, *or* it is loved, They are loved.

PAST TENSE.

1. I was loved, We were loved,
 2. Thou wast loved, Ye *or* you were loved,
 3. He, she, *or* it was lov- They were loved.
 ed,

PERFECT TENSE.

1. I have been loved, We have been loved,
 2. Thou hast been loved, Ye *or* you have been lov-
 ed,
 3. He, she, *or* it has been They have been loved.
 loved,

PLUPERFECT TENSE.

1. I had been loved, We had been loved,
 2. Thou hadst been lov- Ye *or* you had been loved.
 ed,
 3. He, she, *or* it had been They had been loved.
 loved,

SUBNEGATIVE PRESENT TENSE.

1. O that I were loved, O that we were loved,
 2. O that thou wert lov- O that ye *or* you were lov-
 ed, ed,
 3. O that he, she, *or* it O that they were loved.
 were loved,

SUBNEGATIVE PAST TENSE.

1. O that I had been lov- O that we had been loved,
 ed,
 2. O that thou hadst been O that ye *or* you had been
 loved, loved,

3. O that he, she, *or* it O that they had been lov-
 had been loved, ed.

CONTINGENT FUTURE TENSE.

1. If I be loved, If we be loved,
 2. If thou be loved, If ye *or* you be loved,
 3. If he, she, *or* it be lov- If they be loved.
 ed,

POTENTIAL OR PROSPECTIVE MOOD.

PRESENT TENSE.

1. I may, can, will, shall, We may, can, will, shall,
 or must be loved, *or* must be loved,
 2. Thou mayst, canst, Ye *or* you may, can, will,
 wilt, shalt, *or* must shall, *or* must be loved,
 be loved,
 3. He, she, *or* it may, They may, can, will, shall,
 can, will, shall, *or* *or* must be loved.
 must be loved,

PAST TENSE.

1. I might, could, would, We might, could, would,
 should, *or* must be should, *or* must be lov-
 loved, ed,
 2. Thou mightst, couldst, Ye *or* you might, could,
 wouldst, shouldst, *or* would, should, *or* must
 must be loved, be loved,
 3. He, she, *or* it might, They might, could, would,
 could, would, should, should, *or* must be lov-
 or must be loved, ed.

PERFECT TENSE.

1. I may, can, will, shall, We may, can, will, shall,
 or must have been *or* must have been lov-
 loved, ed,

2. Thou mayst, canst, Ye *or* you may, can, will,
 wilt, shalt, *or* must shall, *or* must have been
 have been loved, loved,
3. He, she, *or* it may, They may, can, will, shall,
 can, will, shall, *or* *or* must have been lov-
 must have been lov- ed.
 ed,

SUBNEGATIVE PRESENT TENSE.

1. I might, could, would, We might, could, would,
 or should be loved, *or* should be loved, *if*,
 if,
2. Thou mightst, couldst, Ye *or* you might, could,
 wouldst, *or* shouldst would, *or* should be lov-
 be loved, *if*, ed, *if*,
3. He, she, *or* it might, They might, could, would,
 could, would, *or* *or* should be loved, *if*.
 should be loved, *if*,

SUBNEGATIVE PAST TENSE.

1. I might, could, would, We might, could, would,
 or should have been *or* should have been lov-
 loved, *if*, ed, *if*,
2. Thou mightst, couldst, Ye *or* you might, could,
 wouldst, *or* shouldst would, *or* should have
 have been loved, *if*, been loved, *if*,
3. He, she, *or* it might, They might, could, would,
 could, would, *or* *or* should have been
 should have been loved, *if*.
 loved, *if*,

INFINITIVE MOOD.

Present Tense, To be loved.
Perfect Tense, To have been loved.

PARTICIPLES.

Passive, Loved. Compound Perfect, Having been loved.

PASSIVE VOICE PROGRESSIVE.

INDICATIVE MOOD.

PRESENT TENSE.

- | | |
|-----------------------------------|----------------------------|
| 1. I am being loved, | We are being loved, |
| 2. Thou art being loved, | Ye or you are being loved, |
| 3. He, she, or it is being loved, | They are being loved. |

PAST TENSE.

- | | |
|------------------------------------|-----------------------------|
| 1. I was being loved, | We were being loved, |
| 2. Thou wast being loved, | Ye or you were being loved, |
| 3. He, she, or it was being loved, | They were being loved. |

SUBNEGATIVE PRESENT TENSE.

- | | |
|--|------------------------------------|
| 1. O that I were being loved, | O that we were being loved, |
| 2. O that thou wast being loved, | O that ye or you were being loved, |
| 3. O that he, she, or it were being loved, | O that they were being loved. |

PRESENT PARTICIPLE, Being loved.

The Passive Voice Progressive cannot well be extended further; and many grammarians object to all use of it, except in the present participle *being loved*.

LESSON XXXV

ANALYSIS OF SENTENCES.

Some knowledge of sentences, and their constituent parts, was indispensable in many of the preceding lessons; and to meet this necessity at the proper place, Lesson V introduced the subject of Analysis, on which we are now to enlarge.

116. The Analysis of a sentence, consists in separating its parts, and explaining their relations.

117. A Compound Sentence consists of two or more sentences, which may be separated without any other change than the mere omission of connective words.

Sometimes the connected members are strictly coördinate; and the connection is made by *and*, *or*, or *nor*. At other times one member is subordinate to the other; as when it is connected by *before*, or *because*, or follows the demonstrative *that*. Sometimes the affirmation of the subordinate clause is impaired; as when it is introduced by *if*. But in every sentence which properly belongs to the present class, no mark of subordination, or impaired affirmation, appears in the members, after the omission of the connective.

118. A Complex Sentence contains one sentence subordinate to another, and so closely connected with it, that they cannot be sepa-

rated, without a change in one or both of them, either in form or sense.

Some sentences are rendered complex, by a relative clause in their subject or predicate. Others have the subordinate clause united to the principal, by a conjunction. In the latter case, one at least of the verbs is always in the subnegative present tense, or in the contingent future : and these tenses are never used except in sentences of this kind.

In the sentence, *If they were good, they would be happy*, the omission of the conjunction *if*, leaves the clauses separated, but changed from the subnegative present into the past tense. In the sentence, *If they come, we will receive them*, the omission of the conjunction changes the contingent future, *they come*, into the present tense. Were the singular number used, *If he come*, the omission of the conjunction would leave no grammatical sentence remaining.

The sentence *O that they were good*, is complex ; the interjection *O* being a sentential word, equivalent to *I wish*.

SIMPLIFICATION OF COMPOUND AND COMPLEX SENTENCES.

The first step in the analysis of compound and complex sentences, consists in simplifying them, by separating their members or clauses.

R U L E

119. Separate the members or clauses by omitting the conjunctions, or conjunctive ad-

verbs, which unite them; and for a relative pronoun substitute its antecedent.

In analyzing compound and complex sentences, we should begin with telling to which of these classes the sentence belongs; and we should then proceed to separate its members or clauses, by applying the preceding rule.

* * 1. He despises me, but she pities me. * *

This is a sentence, because it fully proposes something to be believed, according to the definition which says: [Here repeat §28.] It is a compound sentence, because it contains two sentences, which are connected by the conjunction *but*, and which may be separated into independent sentences by omitting the conjunction; according to the definition which says: [§117.] The members may be separated from each other, by omitting the conjunction; according to the rule for simplification, which says: [Here repeat the rule above.] The separated members will be,—He despises me, She pities me.

* * 2. Either he is guilty, or I am mistaken. * *

This is analysed like the preceding, except that both the corresponding conjunctions, *either*, *or*, must be omitted.

* * 3. As thy day, so shall thy strength be. * *

The two conjunctions *as*, *so*, must be omitted; and an ellipsis in the first member, should be supplied; and in the last member, the position of the verb *shall* should be changed.

* * 4. He whom thou lovest, is sick. * *

This is a sentence, because, &c. It is a complex sentence, because it contains one sentence, *whom thou lovest*, subordinate to another, *He is sick*, and so closely connected with it, that they cannot be separated, without a change in the form of the subordinate sentence; according to the definition, which says: [§118]. The clauses may be separated by substituting the antecedent *he*, in the objective case *him*, for the relative *whom*; according to the rule for simplification which says: [Repeat the rule.]

* * 5. If he were good, he would be happy. * *

This is a complex sentence, because it contains the clause, *If he were good*, so connected with the other clause, that they cannot be separated without losing the sense of this sentence.

* * 6. O that they were good. * *

This is a complex sentence; because it contains the subordinate clause *they were good*, so connected by the conjunction *that*, with the interjection *O*, (which is equivalent to a sentence,) that they cannot be separated, without losing the sense of the sentence.

* * 7. He is greater than I. * *

This is a compound sentence. The last member requires to be completed, by supplying the words *am great*.

* * 8. He studies that he may become wise. * *

This is a compound sentence, because it contains the two sentences *he studies* and *he may become wise*, which may be separated by the omission of the connective *that*.

9. * * He believes that Stephen is dead. * *

This is a compound sentence, because it contains the two sentences *He believes that* and *Stephen is dead*, which may be separated without any change. In this example there is no connective word to be omitted.

The student may be required to exhibit the result of his simplification in writing; putting a period between separable members or clauses; and a colon between clauses which do not bear separation, thus:

1. He despises me. She pities me. 2. He is guilty. I am mistaken. 3. Thy day [shall be]. Thy strength shall be. 4. He is sick. Him thou lovest. 5. He were good: he would be happy. 6. O: he were good. 7. He is greater. I [am great.]

* * He prospers; because he is industrious. He will depart, after he has dined. He is as old as his companion. If he continue virtuous, he will become respected. If riches increase, set not your

heart on them. Deliver him from death ; for I have found a ransom. If it were so, I would have told you. We travelled faster than he. If sinners entice thee, consent thou not. He is healthy, because he is temperate. If he were temperate, he would be healthy. He studies with diligence, that he may become learned. Man that is born of woman, is of few days. Seek not the honor which cometh from men. I that speak to you, am he. Him that cometh to me, I will in no wise cast out. They are dead that sought the young child's life. If ye were Abraham's children, ye would do the works of Abraham. If thou hadst been here, my brother would not have died. I know not whence he came. I understand how he accomplished it. We suspected that he was dishonest. We believe that all who commit that crime, are worthy of death. He visited Italy, that he might improve himself in the art of painting. He persisted in affirming that he had not committed the crime laid to his charge. The more I see him, the better I like him. I wish that my neighbor were a man of piety. * *

CLASSIFICATION AND DIVISION OF SIMPLE SENTENCES.

Sentences may be called Simple, when they are neither compound nor complex.

After the members and clauses of compound and complex sentences have been separated, they are to be analyzed as simple sentences.

The first step in the analysis of simple sentences,

consists in classifying them, as Imperative, Indicative, Interrogative, or Exclamatory. These classes are explained in Lesson V.

The second step consists in dividing the sentence into Subject and Predicate. This also has been taught in Lesson V

The subject or predicate of a sentence is compound, when it contains a conjunction, connecting parts which are coördinate, and which may be construed separately with the rest of the sentence.

In the sentence *Peter and John went*, the subject *Peter and John* is compound, because each name may be construed separately with the verb *went*, making the compound sentence, *Peter went and John went*. So the sentence *They saw and admired her*, has a compound predicate, and may be resolved into *They saw her and they admired her*. In the sentence *two and two are four*, the subject *two and two* is not compound in the sense of this definition; because the connected words cannot be construed separately with the rest of the sentence. They form a compound phrase, which as a whole is the subject of the affirmation.

The Subject or Predicate of a sentence is Complex, when it contains a relative pronoun introducing a subordinate sentence.

In this case the whole sentence is called complex. In analyzing it, the rule given above for simplification must be applied. But sentences may have their constituent parts compound, without admitting the

application of this rule; and hence, in analyzing such sentences, they may be considered simple. A distinction, however, may be made between sentences of this kind and such as are purely simple.

120. A purely Simple Sentence consists of a simple subject and a simple predicate.

121. A Partially Compound Sentence consists of a simple subject and predicate, but has one or both of these constituent parts compound.

Classify and divide the following sentences:

* * A prudent man foreseeeth the evil. * *

This is a sentence, because it fully proposes something to be believed. It is a purely simple sentence, because it consists of a simple subject, and a simple predicate [§120]. It is an indicative sentence, because it requires to be believed [§130]. It consists of the subject *a prudent man*, the thing about which affirmation is made, [§36]; and the predicate, *foreseeeth the evil*, the thing affirmed of the subject: [§37.]

* * Thou lovest righteousness, and hatest iniquity. * *

This is a sentence, because it fully proposes something to be believed: It is a partially compound sentence, because its predicate is compound, [§121]. It is an indicative sentence, because it requires to be believed. It consists of the subject *thou*, the thing about which affirmation is made; and the predicate, *lovest, &c.*, which is the thing affirmed of the subject.

* * A contented mind is a continual feast. Sanctify the Lord God in your hearts. Industry and frugality make men wealthy. That author is a man of learning, and a poet. David and Solomon reigned over all the tribes of Israel. The pestilence

and famine caused great distress in the land. Civil war desolated the country, and drove the inhabitants into exile. He promises much, but performs nothing. Have they received their wages? Walk not in the way of transgressors. How rich are the rewards of virtue. Jesus Christ came into the world to save sinners. How kind was his errand! Dost thou believe? The wicked shall be driven away in his wickedness. The gospel brings life and immortality to light. Set your affections on things above. * *

LESSON XXXVI

CLASSIFICATION AND ANALYSIS OF PHRASES.

After a simple sentence has been divided into its two constituent parts, the subject and the predicate, these may admit a further division into phrases.

122. A Substantive Phrase is one which is construed like a substantive word.

123. An Adjective Phrase is one which is construed like an adjective word.

124. An Adverbial Phrase is one which is construed like an adverb.

125. An Adverbial Phrase consists of an adverb as its base, and another adverb modifying the base.

126. An Adjective Phrase consists of an

adjective as its base, and an adverbial word or phrase modifying the base.

127. A Substantive Phrase consists of a substantive word as its base, and an adjective word or phrase modifying the base.

128. A Definitive Phrase consists of two or more words which, taken together, perform the office of a definitive.

The definitive phrases are not numerous; and most of them may be seen in the lesson on Gradation of Definitives.

129. A Defined Substantive Phrase consists of a substantive phrase, with a definitive word or phrase added, to limit its signification.

130. An Adjunct Phrase consists of a preposition and a substantive word or phrase which it governs. Objectives by position without a governing word, are also regarded as Adjuncts.

Adjunct Phrases are frequently the equivalents and coördinates of adjectives or adverbs. But it is difficult, if not impossible, to assign adjective or adverbial grade to them in all cases.

131. An Infinitive Phrase consists of an infinitive verb, with its dependent words. There may be a modifying adverb; an objective case governed by the verb, if it is transi-

tive; and an objective case preceding the infinitive as its subject.

132. An Infinitive Phrase may be Nominative or Objective, when the subject before the infinitive is preceded by the preposition *for*.

133. A Participial Phrase consists of a participle with its dependent words. These may be a modifying adverb; and an objective case governed by the participle, if it is transitive. The whole, if in substantive grade, may be preceded by a definitive.

An objective rarely follows the participle, when a definitive precedes.

134. Infinitive Phrases, and Participial Phrases, like infinitive and participial words, are always in substantive or adjective grade.

When a participial phrase begins with a definitive, it is always in substantive grade.

135. Infinitive and Participial Phrases may, like infinitive and participial words, be Nominative or Objective, when they are in substantive grade.

136. A Conjugate Verb is a phrase consisting of an infinitive construct or a participle, closely combined with one or more of the auxiliary verbs.

The construction of these phrases is taught in Lesson XXXIV

137. Conjugate Verbs are Imperative, Indicative, Infinitive, or Participial, according to the character of the first auxiliary in the combination.

138. A Predicate Phrase consists of an imperative or indicative verb, either simple or conjugate, with its dependent words. These may be a modifying adverb; and an objective case governed by the verb, if it is transitive; but if the verb is intransitive, it may be followed by an adjective or substantive referring to the subject of the verb, and denoting the quality or thing predicated of it.

139. A Phrase is Compound, when it contains two or more base words, co-ordinately connected by a conjunction.

* * 122. A very kind word followed. * *

This is a sentence, because &c. It is a simple sentence, because &c. It is an indicative sentence, because &c. Its two constituent parts are, &c. The subject consists of the phrase, *A very kind word*, which is a substantive phrase, because it may be construed like a substantive word. It contains the substantive word *word*, as its base, and the adjective phrase *very kind* modifying it. [§127.]

* * 123. His conscience was exceedingly tender. * *

The predicate contains the phrase *exceedingly tender*, which is an adjective phrase. It consists of the adjective *tender*, as its base, and the adverb *exceedingly* modifying the base [§126.]

* * 124, 125, 126, 127. A very dangerously sick man lies in that bed. * *

A *very dangerously sick man*, is a substantive phrase: [§122.] It consists of the substantive word *man*, as its base, and the adjective phrase *very dangerously sick*, modifying the base: [§127.] The adjective phrase consists of the adjective word *sick*, as its base, and the adverbial phrase, *very dangerously*, modifying the base: [§126.] The last is an adverbial phrase, because it is construed like an adverb: [§124.] The adverbial phrase consists of the adverb *dangerously*, as its base, and the adverb *very* modifying the base: [§125.]

* * 128. A great many perished. * *

The subject consists of the phrase *a great many*, which is a definitive phrase, because it consists of three words that, taken together, perform the office of a definitive.

* * 129. That very skillful artist will execute the work. * *

The subject is a defined substantive phrase, because it consists of the substantive phrase *very skillful artist*, with the definitive word *that*, limiting its signification.

* * 130. A very kind word of advice followed. * *

The subject consists of the phrase *a very kind word*, which is a substantive phrase, because, &c.; and the phrase *of advice*, which is an adjunct phrase, consisting of the substantive *advice*, and the governing preposition *of*.

* * 131. His father urges him to study his lessons well. * *

The predicate contains the phrase *him to study his lessons well*, which is an infinitive phrase, consisting of the infinitive verb *to study*, as its base, with the modifying adverb *well*; the objective case *his lessons*, governed by the verb; and the objective case *him*, preceding the verb as its subject.

* * 132. For him to study his lessons well, requires great effort. * *

The subject consists of the infinitive phrase, *For him &c.* This phrase is in the nominative case, and therefore the subject *him* of the infinitive mood, is preceded by the preposition *for*. In the former sentence, the same phrase is in the objective case, without a preposition.

* * 133. He persevered, doing duty faithfully. He gained reputation by doing duty faithfully. His doing duty faithfully, was habitual. * *

In these sentences, *doing duty faithfully*, is a participial phrase. In the first, it is in adjective grade; in the second, it is in substantive grade, forming, with the preposition *by*, an adjunct phrase: [§130.] In the third, it is defined by the possessive *his*. In all of these, the participle *doing*, which is the base of the phrase, is modified by the adverb *faithfully*, and followed by the objective case *duty*.

* * 134. The city is to be destroyed suddenly. He is to rescue them speedily. He desires to act his part gracefully. Indulging his passions habitually, he lost all self-control. By restraining his passions habitually, he gained the mastery of himself. * *

* * 135. To see the sun is pleasant. He wishes to see the sun. His departing unexpectedly, frustrated the plan. The plan was frustrated by his departing unexpectedly. * *

* * 136. He may love. We might have loved. * *

* * 137. Be loved. He has been loved. He was desirous to be loved. Having loved them ardently, he was greatly grieved at their misconduct. * *

* * 138. Reverently worship God. They have always obeyed his commandments. Ye are my witnesses. These men are exceedingly covetous. She seems modest. * *

* * 139. He acquired great wealth and distinguished honor. He is wise and virtuous. He spoke pleasantly and feelingly. * *

LESSON XXXVII.

SYNTACTICAL RELATIONS.

As, in etymology words are classified; so, in syntax, the relations between the parts of a sentence may be classified, whether those parts are members, clauses, phrases, or single words. As, in etymology, names have been given to the several classes of words; so, in syntax, names ought to be given to the several classes of relations. The use of these names will facilitate the work of analyzing sentences. Analysis is not complete, till the relations between the several parts of a sentence have been explained.

The syntactical relations may be reduced to eight general classes, which may be subdivided into twenty special classes; as exhibited in the following table. The rules of syntax, given in Lessons XVII—XXIII, are arranged under heads taken from this classification; and the study of these rules will suffice for the explanation of the relations to which they severally belong.

When a sentence has been divided into its members, clauses, phrases, and single words; and when in the progressive separation of these from one

another, the relations which the separation disturbs, have been explained; the work of analysis is completed. After this, the work of parsing may commence at the single words, and proceed in the opposite direction; explaining as it progresses, the adaptedness of the words to the relations which they severally sustain, and concluding with a citation of the rules of syntax, which govern their combinations in these various relations. Thus, analysis and parsing meet each other in the rules of syntax, as arranged under the classified syntactical relations; analysis terminating in the explanation of the relations, and parsing terminating in the application of the rules.

CLASSIFICATION OF SYNTACTICAL RELATIONS.

<i>General Classes.</i>	<i>Special Classes.</i>	<i>Rules.</i>
I. Independence	1. Vocative	1 I.
	2. Imperative	2 II.
	3. Responsive	3 III.
	4. Interjections	4 IV.
	5. Case Absolute	5 V.
II. Predication		6 VI, VII, VIII.
III. Adjection	1. Describing Adjection	7 IX.
	2. Defining Adjection	8 X.
	3. Possessive Adjection	9 XI.
	4. Adverbial Adjection	10 XII.
IV. Government	1. Transition	11 XIII, XIV, XV.
	2. Adjunction	12 XVI.
	3. Subordinate Position	13 XVII, XVIII, XIX.
V. Confugation		14 XX, XXI, XXII.
VI. Apposition	1. Direct Apposition	15 { XXIII.
	2. Constructive Apposit'n	16 {
VII. Substitution		17 XXIV.
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LESSON XXXVII

EXERCISES IN ANALYSIS.

* * The truly patriotic enterprise of those noble-minded men, failed to succeed, because it was wickedly opposed by intrigue and corruption. * *

This is a sentence, because &c. It is a compound sentence, because &c. Its members are &c.* These are united by Conjunctive Connection (18*). It is a simple sentence, because &c. It is an indicative sentence, because &c.

The first member consists of the subject , and the predicate . These are united by Predication: (6).

The subject consists of the substantive phrase, , and the adjunct phrase, , These are united by Adjunctive Connection: (19.)

The substantive phrase , contains the base word "enterprise" and the definite article *the*, united by Defining Adjunction, (8); and the adjective phrase , which is united by Describing Adjective (7). The adjective phrase , contains the base word "patriotic," and the modifying adverb "truly," which is added by Adverbial Adjection, (10.)

The adjunct phrase consists of the substantive phrase and the governing preposition "of", which, by Adjunction, (12), subordinates the phrase to the noun "enterprise."

The substantive phrase of the adjunct , consists of &c.

The predicate "failed to succeed", consists of the verb "failed," and the adjunct "to succeed", which is joined to the verb in Subordinate Position, (13.)

The second member, , consists of the subject "it", put for the noun "enterprise," by Substitution (19); and the predicate

These are united by Predication, (6).

The predicate , is a complex predicate phrase, because &c. It contains the conjugate verb "was opposed," to which the adverb

* The numbers in this exercise, refer to the Special Relations as numbered in the preceding table.

"wickedly." is added by Adverbial Adjection, (10.) The parts of the verb "was opposed", are united by Conjugation, (14).

The predicate contains the adjunct phrase _____, which is united to the verb "opposed" by Adjunctive Connection, (19). It contains the substantive phrase _____, which the preposition "by" subordinates by Adjunction, (12). Its substantive phrase is compound, because, &c., and the co-ordinate base words _____ are joined by Conjunctive Connection, (18.)

In this way the sentence may be analyzed, until all the syntactical relations of its members, phrases, and single words, have been fully developed. Afterwards, the student may parse the several words, as heretofore taught, until he has applied the rules of syntax which govern the combination. The two processes will meet each other, and will disclose thoroughly the grammatical construction of the sentence.

* * The truly patriotic enterprise would have succeeded, if it had not been wickedly opposed by intrigue and corruption. * *

This is a sentence,—a complex sentence. Its clauses are These are united by Conjunctive Connection, (18).

* * O my kind benefactor, how bitterly do I lament my ingratitude for the benefits which I have received from thy bounty. * *

This is a sentence—a complex sentence, because it contains the relative clause, _____ It consists of the independent interjection, "O," (4); the independent vocative phrase "my kind benefactor," (1); the principal clause _____; and the relative clause, "which I have received", &c. The principal and relative clauses are connected by Relative Connection, (20).

The principal clause is a simple sentence, because &c. It is an exclamatory sentence, because &c. It consists of the subject "I," and the predicate, "how do lament," &c.

The predicate is united to the subject by Predication, (6). It contains the conjugate verb "do lament," the parts of which are united by Conjugation (14), and which is modified by the adverbial

phrase, "how bitterly," which is united to it by Adverbial Adjection (10), and followed by the objective phrase, "my ingratitude," which is under its government by Transition, (11). This objective is a substantive phrase, containing the substantive word "ingratitude" defined by the possessive "my" by Possessive Adjection (9).

* * Washington, the father of his country, became the first President of the United States. * *

This is a sentence—a simple sentence—an indicative sentence. It consists of the subject , and the predicate

The subject contains the substantive "Washington," and the substantive phrase . These are in Direct Apposition (15).

The predicate is a predicate phrase. It consists of the intransitive verb "became," and the substantive phrase, "the first President," which is in Constructive Apposition (16) with the substantive "Washington."

* * That he is dishonest, is believed by no one. * *

It is a complex sentence, because &c. The clause "he is dishonest," if separated from the other, becomes a positive affirmation. The clauses are connected by position merely. "He is dishonest." "That is believed by no one."

* * Whoever undertakes that work, attempts a difficult task. * *

It is a complex sentence because &c. The first clause is the subject of the second. The clauses, when separated, are, "He undertakes that work." "He attempts a difficult task."

* * She, as a wise mother, instructs her children in virtue. * *

The subject "She, as a wise mother," is compound, because &c. The words "she" and "mother," are in Constructive Apposition. (16).

LESSON XXXIX.

EXERCISES IN ANALYSIS.

- * * 1. When all thy mercies, O my God !
 My rising soul surveys,
 Transported with the view, I'm lost
 In wonder, love, and praise.

2. Oh how shall words, with equal warmth,
The gratitude declare,
That glows within my ravish'd heart?
But thou can'st read it there.
3. Thy providence my life sustain'd,
And all my wants redress'd
When in the silent womb I lay,
And hung upon the breast.
4. To all my weak complaints and cries,
Thy mercy lent an ear,
Ere yet my feeble thoughts had learn'd
To form themselves in pray'r.
5. Unnumber'd comforts to my soul
Thy tender care bestow'd,
Before my infant heart conceiv'd
From whom those comforts flow'd.
6. When in the slipp'ry paths of youth,
With heedless steps, I ran,
Thine arm, unseen, convey'd me safe,
And led me up to man.
7. Through hidden dangers, toils, and deaths,
It gently clear'd my way;
And through the pleasing snares of vice,
More to be fear'd than they.
8. When worn with sickness, oft hast thou,
With health renew'd my face;
And when in sin and sorrow sunk,
Reviv'd my soul with grace.
9. Thy bounteous hand, with wordly bliss,
Has made my cup run o'er;
And, in a kind and faithful friend,
Has doubled all my store.
10. Ten thousand thousand precious gifts
My daily thanks employ;
Nor is the least, a cheerful heart,
That tastes those gifts with joy.
11. Through ev'ry period of my life,
Thy goodness I'll pursue;
And, after death, in distant worlds,
The glorious theme renew.
12. When nature fails, and day and night
Divide thy works no more,
My ever grateful heart, O Lord!
Thy mercy shall adore.

13. Through all eternity, to thee
 A joyful song I'll raise;
 For O! eternity's too short
 To utter all thy praise. * *

In poetry, the order of words and phrases is frequently inverted. It is necessary, in analyzing, to keep the natural order in view.

1. O my God, when my rising soul surveys all thy mercies, I, transported with the view, am lost in wonder, love, and praise.

2. O how shall words declare, with equal warmth, the gratitude that glows within my ravished heart? [Words cannot declare it:] but thou canst read it there.

3. Thy providence sustained my life, and redressed all my wants; when I lay in the silent womb, and hung upon the breast.

4. Thy mercy lent an ear to all my weak complaints and cries, ere yet my feeble thoughts had learned to form themselves in prayer.

5. Thy tender care bestowed innumerable comforts on my soul, before my infant heart conceived from whom these comforts flowed.

6. When I ran in the slippery paths of youth with heedless steps, thy unseen arm conveyed me safe, and led me up to man.

7. It gently cleared my way through hidden dangers, toils, and death; and through the pleasing snares of vice, [which are] more to be feared than they [are].

8. Thou hast often renewed my face with health, when [I have been] worn with sickness; and [hast often] revived my soul with grace, when [I have been] sunk in sin and sorrow.

9. Thy bounteous hand has made my cup run over with worldly bliss; and has doubled all my store, in [giving me] a kind and faithful friend.

10. Ten thousand thousand precious gifts employ my daily thanks; nor is a cheerful heart, that tastes these gifts with joy, the least [of the precious gifts which employ my thanks.]

11. I will pursue thy goodness, [with my grateful acknowledgments,] through every period of my life; and, after death, [I will] renew the glorious theme in distant worlds.

12. O Lord, my ever grateful heart shall adore thy mercy; when nature fails, and day and night no more divide thy works.

13. I will raise a joyful song to thee through all eternity; for O! eternity is too short, to utter all thy praise.

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